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ABSTRACT

The Triple T final report documents describe the program from 1969 to 1971. One of the basic objectives of the project was to create statewide dialogue about problems in the area of social studies instruction, especially among Appalachian students, and about ways that social studies teachers and their teachers are trained. Three outcomes of the program are: 1) Recommended minimum standards for social studies teacher preparation programs in West Virginia; 2) Five teacher education models; and 3) A unified eclectic model entitled "Proposal to West Virginia Institutions of Higher Education for the Revision of Teacher Education Programs." The leadership and information dissemination functions of the project were successful and, moreover, all major objectives of the West Virginia Triple T Project were met. (Author/SJM)

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FINAL REPORT

WEST VIRGINIA TRIPLE T PROJECT

1969-71

Director
J. Zeb. Wright

SP 001 763

This report is published pursuant to a grant to the West Virginia Triple T Project from the U.S. Office of Education as authorized by the Education Professions Development Act.

West Virginia Department of Education
Charleston, West Virginia 25305

Daniel B. Taylor
Superintendent

FINAL REPORT

WEST VIRGINIA TRIPLE T PROJECT

1969 - 71

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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1. The objectives as stated in the plan of operation for both the years 1969-70 and 1970-71 were:

(1) To sensitize those who train the trainers of teachers to the educational and social needs of the Appalachian society.

(2) To create interaction, dialogue, and cooperative processes among all professional and lay people involved in Triple T.

(3) To utilize existing and to develop special competences in all individuals and groups in the Triple T process toward resolving inadequacies and irrelevances of existing instructional techniques and curricula.

(4) To devise a state program for assessing, analyzing and translating more relevant instructional models to meet the needs of the students.

To accomplish these objectives the major function of the Project was divided into two parts:

(1) The academic year component

(2) The summer institute for change agents in the Triple T process.

In this report the following four divisions will be made for reporting purposes:

(1) The 1969-70 academic year

(2) The 1970-71 academic year

(3) The 1969-70 summer institute

(4) The 1970-71 summer institute

ACADEMIC YEAR COMPONENT 1969-70

In the first academic year's component a major concern was the nurturing of a dialogue about the state of the "New Social Studies" in the elementary and secondary schools of West Virginia and the social studies teacher preparation programs of the seventeen West Virginia colleges and universities, and the extent to which teacher preparation programs were training social studies teachers to teach "New Social Studies" in the schools. The primary method used to develop the dialogue was a regional pilot team. This pilot team functioned within region III of the state. Originally it was proposed that teams operate in all regions of the state, but less than full funding necessitated that a pilot team activity be limited to one of the seven districts. The pilot team conducted all academic year activities until the last function for the year -- a three day activity -- where representatives from throughout the state were involved. The pilot team makeup was as follows: (see Triple T Taxonomy prepared for USOE by Mal Provus and associates, University of Virginia)

2.1.1.1.--1	2.1.1.9.--5	2.2.1.2.--2	3.2. --4
2.1.1.3.--2	2.1.1.8.--5	2.2.1.1.--1	
2.1.1.4.--8	2.5.3.2.--1	3.1. --2	
2.1.1.2.--2	2.5.3.4.--5	3.1.1. --2	
2.1.1.6.--1	3.8. --3	3.1.2. --2	

A brief list of the activities of the pilot team follows:

1. November 12, 1969 Briefing Session, Charleston, West Virginia. Presentation of Triple T, its implications for West Virginia (Statewide).

2.	November 20, 1969	Initial regional pilot team meeting, Huntington, West Virginia, discussion of teacher education programs.
3.	December 16, 1969	Regional pilot team meeting, Huntington, West Virginia. Representatives from Black Student Union, Teacher Corps and SDS. Discussion on relevancy of social studies.
4.	January 19, 1970	Citizenship Education Workshop, Charleston, West Virginia, Dr. Charles Quigley, Conflict, Politics, and Freedom. (Statewide)
5.	February 23, 1970	Classroom Behavior in the Social Studies, Huntington, West Virginia. Dr. Leslie Wood, Indiana University, Contemporary Strategies in Teaching Social Studies (Regional Team)
6.	March 12, 1970	Social Science and Its Implications for West Virginia, Huntington, West Virginia. Film -- "The Captive" -- a Jack Weller film. Dr. Dorothy Roberts, President, West Virginia Political Science Association, Davis-Elkins College. Dr. Richard Little -- President, West Virginia Association of Geographers. (Regional Team)

The final academic year 1969-70 actively involved educational change agents in a Leadership Effectiveness Training session under the direction of Dr. Thomas Gordon, Pasadena, California. Held April 10 - 12, 1970, the participant composition of LET training session was as follows:

2.1.1.3.-- 3	2.1.1.8.--6	3.1.2. -- 2
2.1.1.4.--19	2.2.1.3.--3	3.2. --10
2.1.1.2.-- 5	2.5.3.4.--2	3.8. -- 3
2.1.1.6.-- 9	3.1. --2	2.2.1.2.-- 5
2.1.1.9.-- 9	3.1.1. --2	2.5.2.2.-- 1

ACADEMIC YEAR COMPONENT 1970-71

1. The objectives for the 1971 Academic Year Program as listed on page 6, form 2, Sub-element activity, of the project's taxonomy are as follows:

4.1. Identification of social studies change agents in West Virginia.

4.2. Presentation of innovative and promising national models which may be applicable to West Virginia.

4.3. Development of theoretical models of social studies education applicable to West Virginia.

4.4. Presentation and discussion of theoretical West Virginia models.

In addition several participants of the summer institute were involved in an academic year course - Sub-element activity 3.1.; 3.2.; 3.3.; 3.4.; 3.5.; 3.6.

2. All objectives listed in Element category 3 and 4 were met. Copies of the developed models are included with this report as well as a description presented of the activities in 4.1, 4.2., 4.3., which led to 4.4. In addition to meeting the objectives of the 1970-71 academic year, the project was able to move two steps into the 1971-72 program objectives. The following two objectives from the 1971-72 program were also met:

a. To synthesize this state dialogue into a single model applicable to West Virginia Institutions of education.

b. To prepare and present model to the West Virginia State Advisory Council on Teacher Education and Professional Standards and to individual institutions. (Part of this process will occur after termination of the West Virginia Triple T Project on July 1, 1971).

Copies of the above-mentioned models and the recommendations for social studies teacher education program revision are appended to this report.

In the case of Element 3, students involved in the academic year course completed requirements and received three hours of college credit through West Virginia University or Marshall University.

3. There were no discrepancies between anticipated and actual outcomes. Once the project learned it was not refunded for 1971-72 efforts were made to accelerate activities as much as possible. While this additional effort to produce results is apparently successful, a step-by-step procedure involving more personnel throughout the state would probably prove more effective over a long period of time.

4. It is hoped that the West Virginia Department of Education will carry out activities initiated through Triple T.

5. The abbreviated funding and life of the project made all the changes and involvement intended difficult. One more year of project activity would have insured change in West Virginia. Under present circumstances it is hoped effective change has occurred but there are no assurances. A consortium has been initiated and hopefully it will continue through leadership furnished by the State Department of Education.

SUMMER COMPONENT 1969-70

During its first year of operation the West Virginia Triple T Project sponsored a summer institute at West Virginia University for 27 change agents in social studies instruction.

To achieve the program objectives the four-week residential institute was divided into four activities, one week devoted to each of the following:

1. Sensitivity Processes conducted by staff members of the National Training Laboratory.
2. Assessment of Appalachia and the Appalachian Learner.

3. Analysis and conceptualization in the new social studies.
4. Translation and demonstration of better teaching techniques and approaches.

SUMMER COMPONENT 1970-71

In 1970 the Project held a second summer institute at West Virginia State College for 45 change agents in social studies instruction. The 45 participants consisted of:

1. Two (2) undergraduate education faculty.
2. Seven (7) undergraduate social science faculty.
3. Two (2) public school social studies supervision.
4. One (1) governmental agency staff.
5. Nine (9) public school elementary and secondary principals.
6. Twenty-four (24) public school social studies department chairmen and supervisors of student teaching.

The purposes of this four-week institute were the same as the 1969 institute with the addition of one purpose. It was:

1. To introduce educational leaders to innovative changes in the general field of curriculum with special emphasis in the social studies area.

To achieve the stated purposes for the 1970 Triple T summer institute, the staff designed a four-week program similar to the 1969 program. The major changes consisted of:

1. The sessions dealing with sensitivity processes were deleted and replaced by Teacher Effectiveness Training by Dr. Thomas Gordon of Effectiveness Training Associates. The program

switch was made after carefully determining the impact of the 1969 program.

2. A definite attempt was made to explore the general curriculum area and to relate these activities to the social studies field. Dr. Ralph Tyler explored this area with the participants.
3. During the final week's activities the institute utilized a modular scheduling approach to allow each participant to teach and supervise a micro teaching unit (prepared by each participant) which served to synthesize previous learnings. In addition to these activities, each participant had experience in
   a. questioning skills (for West Regional Lab materials)
   b. interaction analysis
   c. technical skills of teaching (developed by Dwight Allen and others at Stanford University)

To ascertain the impact of the institute, the 45 participants responded to a semantic differential questionnaire. Each participant was asked to rate, anonymously, nine concepts on a 7-point scale using eighteen bi-polar adjectives - adopted from the work of Osgood and others (The Measurement of Meaning). When the concept of the Summer Institute is analyzed, it appears that the participants perceived the evaluation of the institute to be quite closely related to adjectives such as valuable, positive, fresh, pleasant, successful, and good. When considering the potency and activity aspects of the institute, the participants rated these as slightly related to those adjectives which related to greater potency and meaningful activity. Overall, it appears that the participants reacted positively to the summer institute. However,

if another institute were planned, we would need to make some changes to increase the potency and activity aspects of the program.

In terms of changes, the number of participants would need to be altered. Although it is extremely difficult to determine effective group size, either by empirical research or intuition, the Summer Institute Director found it difficult to handle all housing and food problems, coordinate visiting consulants, and have dialogue with 45 participants in a meaningful manner.

In conclusion, I feel that the West Virginia Triple T Project has held two successful summer institutes. As the Summer Institute Director travels around the state to advise M. A. and Ed. D. students in social studies education, he sees evidence of Triple T activities having an impact in the classroom teaching-learning process.

OBSERVATIONS USEFUL TO OTHERS (IV-5)

Since Triple T is concerned immediately and ultimately with effecting a change in the training of teacher trainers, this project would probably modify its primary thrust in the first vear and a half of operation from that of reaching individual change agents to that of involving major institutions impinging on social studies teacher education in the state into a consortium arrangement. Although this project is pleased with the spill-over into institutions of the training of change agents, this project feels that it could have moved faster had it started as soon as influence was established with the institutions. The West Virginia social studies education consortium in one year achieved immeasurably more than all the other activities which were sponsored by this project during the first eighteen months of operation. One cannot consider the activities of the first eighteen months wasted,

however, in that we had to exist in the state of West Virginia for some period of time in order to build our own vehicle for change and to be recognized as a potential vehicle for change. At any rate, it is almost certain that the staff and Board of the West Virginia Triple T Project (and our visitors, both official and unofficial, from outside the state) would agree that summer institutes, despite their high-flown objectives and their very real need of serving teachers seeking a meaningful summer experience, simply are not worth the money necessary to operate them. On the other hand, the consortium which this project created has been very successful in achieving all its objectives and has cost a fraction of even one summer institute. The consortium, however, did ride in on the coattail of other Triple T activities in that college and university deans and presidents had learned about Triple T and were willing to commit themselves institutionally and financially to the Consortium.

SUMMARY, ALL COMPONENTS (IV-2)

Total Project Actual Outcomes

During the two and a half years operation of the West Virginia Triple T Project approximately 300 persons have attended one or more functions provided by the project. Since one of the basic objectives has been to create a statewide dialogue about problems in the area of social studies instruction, especially among Appalachian students, and about ways that social studies teachers and their teachers are trained, it is difficult, to say the least, to write "actual outcomes" of this phase of the program. There are several concrete indices, however, that the leadership function and information dissemination function of the Triple T project have been

very successful. This has been especially noticeable in the areas of social studies where former Triple T participants from various program phases have risen to positions of active leadership in social studies groups. For instance, over half the members of the West Virginia Social Studies Curriculum and Advisory Committee are former Triple T participants. Perhaps the most dramatic success in creating dialogue has been among the various parity levels within the state. In Triple T functions, it is fairly safe to say, all major personnel from the State Department of Education, colleges and universities social studies education departments, and the state social studies professional organizations now know each other in a very personal way having worked and planned together on numerous Triple T occasions. Triple T participants also have been used extensively by the fifty-five counties of West Virginia as they have instituted, during this past year, the recently adopted West Virginia social studies curriculum, grades 1 - 12.

There are actual outcomes that can easily be described (copies appended):

(1) Recommended minimum standards for social studies teacher preparation programs in West Virginia.

(2) Five teacher education models.

(3) A unified eclectic model entitled "Proposal to West Virginia Institutions of Higher Education for the Revision of Teacher Education Programs."

It is with pleasure that the staff and the Board of Governors announce that all major objectives of the West Virginia Triple T project have been met.

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MODELS FOR REVISING TEACHER EDUCATION

Levels of Involvement: A Descriptive Theory Model

Harry V. Scott

A Humanistic Approach to Teacher Education

Ronald V. Iannone

John L. Carline

A Proposal for an Experimental Preservice Education Program

Danny A. Fulks

Philip E. Suiter

The Legitimate Role of the Profession in Teacher Preparation

David E. Koontz

Joseph E. Flaherty

A Multi-Institutional Teacher Education Center

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West Virginia Triple T Project
(Training Teacher Trainers)

This report is published pursuant to a grant to the West Virginia Triple T Project from the U.S. Office of Education as authorized by the Education Professions Development Act.

West Virginia Department of Education
Charleston, West Virginia

Daniel B. Taylor
Superintendent

Full program information on each of the following models may be obtained by writing the preparer of the model at the address indicated on the model's title page. Additional copies of any or all of these printed models may be obtained by contacting the Bureau of Instruction and Curriculum, West Virginia Department of Education, Charleston, West Virginia 25305.

Levels of Involvement

A Descriptive Theory Model for Teacher Education

Harry V. Scott
Chairman, Division of Teacher Education
West Virginia State College
Institute, W. Va. 25112

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A. Introduction: The Usefulness of Models

A model, though the term has certain rigorous meanings in philosophical analysis, can profitably be thought of as an early approximation to a theory. It has a number of requirements in common with theory: consistency, conciseness, and comprehensiveness. Both should be evaluated not so much on their elegance as on their fruitfulness. Does a model, this one or any other, spark questions, discussions, speculations, experiments, trial-and-error activities? If it does, it is a good enough piece of work to justify its creation. If it does not, it must be considered a poor piece of work--regardless of its elegance, comprehensiveness or originality.

It is fair to ask at the outset whether a model purporting to be merely descriptive can be fruitful. It must be said that this attempt to spell out a descriptive model necessarily results in a model for the "process" component of teacher education. A process model is by intention only one portion of a fully extrapolated model or theory. There is a clear necessity to add a model or models for the substantive or content component of teacher education. In theory-building, even in the hard sciences, it is frequently necessary to place several limited models side-by-side in order to explain a complex phenomenon. (This is known as "complementarity," and it is a legitimate enterprise in any science.)

One could give a caustic answer to the question of fruitfulness by pointing out that most of the major prescriptive models (i.e. curriculum proposals) sit on library shelves as models of originality and irrelevance. One noticeable exception is the proposal entitled,

"Professional Teacher Education: A Programed Design Developed by the AACTE Teacher Education and Media Project," Washington, D.C.: American Association of Colleges for Teacher Education, 1968. This is a substantive model, and could fruitfully be examined as a complement to the process model described in this paper.

Additionally, it might be said that the main purpose of any model, over and beyond the value it may have as a summarizer of past experiences, is that it should serve us in the future. Even a descriptive model makes it possible to generate rational, systematic decisions, provided only that the model-user is willing to attach his values. Examples of how this works will be provided.

Finally, a brief note is in order on the matter of comprehensiveness. There are at least four dimensions to the professional preparation of a teacher, though these do not receive anything approaching equal attention in preparation programs. These can be called the instructional dimension, the personal dimension, the professional dimension, and the community involvement dimension. This model was developed primarily around the instructional dimension--the preparation of a teacher as instructor. It will be shown at the end of this paper, however, that the model is comprehensive enough to fit the other three dimensions as easily as it fits the instructional.

B. BASIC MODEL: DESCRIPTION

1. A Preview. Fix in your mind, if you will, an autonomous classroom teacher at one end and an undergraduate student beginning a teacher education program at the other end. Now, ask yourself this question: What are the logical steps in a progression from the classroom-bound student in teacher education to the autonomous teacher with a college degree?

The model described in this paper identifies five intermediate levels in a progression and general types of activities that correspond to each level. The seven levels listed below constitute a rationally deduced progression based on the concept of involvement.

Table I: Seven Levels of Involvement (Brief Form)

I. CLASSROOM SETTINGS (COMPREHENSION-RECEPTION)
II. EXTENDED CLASSROOM SETTINGS (EXTRAPOLATIONS)
III. CONTRIVED SETTINGS
IV. REAL SETTINGS: STRICTLY CONTROLLED
V. REAL SETTINGS: PARTIALLY CONTROLLED
VI. REAL SETTINGS: LOOSELY CONTROLLED
VII. REAL SETTINGS: AUTONOMOUS

2. Underlying Notions. The basic notion underlying this model is quite close to that of the Taxonomy of Educational Objectives: Affective Domain (David Krathwohl et al., NY: David McKay, 1964). The notion is that of progressively greater personal involvement. As is true of both the affective and cognitive taxonomies, this model constitutes an attempt to create a hierarchy, though the hierarchy resembles that of the affective taxonomy more closely. By way of illustration it is theoretically impossible to work at level four in the cognitive taxonomy without having worked at levels one, two, and three. The same is not true of either the affective taxonomy

or this model. In both cases a person can operate at a high level of involvement without having passed through the preceding levels.

A less rigorous, but perhaps more communicable approach is to say that the underlying notions are realism and control. As one progresses through the levels, one moves from totally contrived settings to totally real settings, exposing more and more of "self" in doing so. At the same time, control by trainers and supervisors decreases from the total control of Level I to the absence of control in Level VII. This progression also exposes more and more of "self".

It is not accidental that the levels as given are seen to be compatible with, though obviously extrapolations of, the work on "perceived threat" of the humanistic people and the work on successive approximations of the behavioral objectives educators. A descriptive theory model would be obliged to be compatible with both.

We can question seriously the advisability of providing opportunities for high-level involvement unless a systematic design exists for progression through the lower levels. It takes no stretching of the imagination to accept this point of view for the affective taxonomy. To the extent that this model is analegous to the affective taxonomy, it is logical to make the same statement about it.

3. The Model in Detail. It will be helpful to look at the seven levels of involvement in more detail. This will be done by repeating the basic model with words to describe each of the levels and with representative activities as illustrations of each level.

Table 2: SEVEN LEVELS OF INVOLVEMENT (Detailed)

I. CLASSROOM SETTINGS
Typical Classroom and Classroom-Related Activities of the Comprehension-Reception Type

lecture
reading
discussion
previewing

II. EXTENDED CLASSROOM SETTINGS (Extrapolation)
Low Level Applications of Classroom Materials

protocol materials (e.g. classroom interaction sequences with an interaction analysis system)
other training materials (e.g. "Critical Moments" films from Indiana University)
observations in classrooms (e.g.coding classroom interaction, analysis of teacher's reinforcement structure, analysis of teacher's planning skills)
written problems (e.g. books of teaching problems)

III. CONTRIVED SETTINGS
High Level Application of Classroom Material in Approximations to Real Settings

role playing
simulation
simulation games

IV. REAL SETTINGS: STRICTLY CONTROLLED*
College Student Engaged in Real Teaching Activities of Highly Structured Nature or Diminished Size

micro-teaching
tutoring
student aide work: teaching a single lesson
student aide work: teaching a series of controlled lessons
student aide work: working with one student or small group

V. REAL SETTINGS: PARTIALLY CONTROLLED
College Student Engaged as Teacher in Full Classroom Setting with Designated Supervisor(s) Normally Present

traditional student teaching activity
practice teaching activity

VI. REAL SETTINGS: LOOSELY CONTROLLED
College Students Engaged as Paid Teacher with Designated Supervisor Not Normally Present

internship
internship with team teaching

VII. REAL SETTINGS: AUTONOMOUS
Former College Student Engaged as Paid Teacher with Ultimate Responsibility for Classroom

fulltime teacher: self-contained classroom
fulltime teacher: team teaching situation

*These situations can be at peer level or at superior-subordinate level, as long as they are real and not role playing activities

4. Some Necessary Comments. Some of the questions and speculations to be made in part C of this paper will have been intuited already by the canny reader. At this time it is necessary to add only a few comments of a descriptive nature.

a) The seven levels are comprehensive in that they include the vast battery of activities and training techniques commonly used by the profession at large, though probably infrequently used in any one program;

b) The seven levels constitute a concise model, since the activities do notoverlap for any level nor have any activity-types been included which are new or esoteric;

c) The order of the levels seems correct on several bases. Though low-level applications, level two, may sometimes be more complex intellectually than micro-teaching activities, the latter is considerably more real and potentially threatening. Further, it requires more of "self". The same is true of role playing as compared to micro-teaching; the latter is more real and more personally involving.

d) The concept of "protocol materials" is shown only as a second level entry. Even though protocol materials have formed the basis for simulation materials, as in Cruickshank's "Teaching Problems Laboratory," they require a lower level of personal

involvement than the role playing or simulation activities. (It seems unnecessary to comment on the proposal of some teacher educators that protocol materials can form the major focus of teacher preparation. See the discussion on protocol materials in B. Othanel Smith, et al, Teachers for the Real World, Washington, D.C.: AACTE, 1969.)

e) It will be noted that internship is listed as an activity different in involvement than traditional student teaching. Though this is perhaps no shock to those familiar with internships, it should be remarked that internships and student teaching are frequently used as if they were equivalent activities.

C. USING THIS MODEL: INFERENCES, QUESTIONS AND SPECULATIONS

1. An Overview. Earlier it was stated that a model should not only summarize but be of use to us in the future. In order to consider the matter of usefulness in the following section, it will sometimes be necessary to assume the validity of the model. On the other hand, some of the questions to be asked will not assume validity of the model, but will in fact suggest ways in which validity can be tested.

Only one additional comment must be made on the model as a summarizer of our experience, and it is in the nature of a cautionary note. In order for a model to be useful to the persons for whom it is intended it must touch their experience in many places. The danger is that in touching the experiences of people, it misleads them into thinking that the proposed model is in fact nothing more than a summarizer of their own experiences. In many ways the model described earlier, and some of the applications of it to the other dimensions of professional education to be discussed later, touch the experience of many in teacher education. It will be shown that some of the activities which teacher educators have long held to be valuable are in fact valuable, though it is unlikely that the reasoning here will match that used in the past.

In some ways, then, this model represents a summary of the experiences and intuitions of many teacher educators, though it is maint[illegible]t the questions which it raises and the inferences which can be made from it constitute a different model than one finds

in experience.

The model would seem to be particularly useful in three areas. Each of these areas will first be named briefly, and then presented in some detail.

a) The model provides language for describing the usefulness of existing instructional materials -- uses which the creators envisioned and uses which others can create for them. Beyond the matter of describing, the model allows us to suggest improvements in the prospective use of materials.

b) The model serves as yet another way to evaluate teacher education programs by asking questions about strategy, sequence, and use of time. If one were to attempt to implement this model at some time in the future, the model itself would serve as the basis for monitoring one's implementation.

c) Of considerable importance the model suggests the basis for contracting with public school systems in the area of professional field experiences. No one questions that this area will become a matter for serious negotiations between colleges and public schools in the near future.

2. Analyzing The Usefulness of Instructional Materials. At this point it will be helpful to examine some existing instructional materials to show how this model can be used as an analytical instrument. (Certain materials in the area of human relations training are analyzed in Part D of this paper.) Currently two inservice programs, called "Mini-Courses," are available from Far West Laboratory for Educational Research and Development. The mini-courses, particularly the one called "Effective Questioning-Elementary Level," can be

described as an all-purpose training package. Even a cursory examination of this mini-course reveals that materials are designed to emphasize Levels I, II, and IV of the model. A fair question to ask is whether the skipping of materials at Level III constitutes a critical omission. It would seem to be yet another example of the long mythology in teacher training which has overvalued real experience and undervalued the use of contrived materials sequential training.

A careful analysis of the mini-course materials supports the speculation just raised. Clearly the two emphases in the mini-course on questioning are Levels I and IV. The other training level (Level II, low-level applications) is also skimped. This gap has been essentially filled in the second mini-course which focuses on the cognitive taxonomy ("Thought Questions in the Intermediate Grades, 4-8").

It is not a fair criticism of this judgment to reply that mini-course materials do in fact improve teacher behavior whether they are fit a training model or not. In a properly executed training sequence, an autonomous teacher should not be engaged in a program to remove such simple skill deficiencies, but rather in programs to sharpen skills which have been under-used. Hence, the value of the mini-course materials would appear to be that they remediate a previous training program which was inadequate.

The "Teaching Problems Laboratory," produced by Donald Cruickshank and marketed by Science Research Associates, stands up well to such an analysis. The levels emphasized by this program

are I, II and III. A considerable amount of training material and suggestions for activities are provided for three levels. A user of this program would be on safe ground in designing Level IV activities to accompany a number of topics presented in the "laboratory".

Finally, an analysis of the popular in-service package* by Ben M. Harris and others reveals both strength and potential weakness. The strength lies in the careful attention to Levels I and II, making this package exceptionally useful at those levels. The weakness, or at least potential weakness, lies in making the assumption that this is a complete instructional package. A few role playing activities are alluded to, but there is no significant attention to Levels III or IV or V. Clearly someone must do the work of designing the continuation of this sequence, if the model presented here is to serve as guide.

3. Asking Questions of Strategy, Sequence and Time. If we can for a moment assume the validity of this model, it suggests several major strategies for implementation that are sufficiently different to merit comment.

   a) Strategy. The first strategy can metaphorically be called the graduation path. To the extent that teacher education has in the past had any sort of training design, this is it. In using the graduation path, one would start students at Level I in the professional program and eventually graduate from that level. They would move to Level II, spend "sufficient" time there to achieve the objectives, and ultimately be tested out. By this

*Ben M. Harris and Wailand Bessent, Inservice Education: A Guide to Better Practice, Prentice-Hall, 1969; accompanying workbook, Materials for Laboratory Sessions, by Harris, Bessent and K.E. McIntyre.

process of graduation, they would eventually reach student teaching, an internship, and full autonomy as a teacher. One obvious implication is that the bulk of the classroom-type learning is accomplished before one moves into the practice settings of simulation, micro-teaching, and practice teaching. It is of course possible to accept the notion of testing out at various levels without accepting the strategy as described above.

A second strategy can be referred to as the parallel-paths strategy. In this case each segment of the teacher education program would require a student to engage in activities at two, three, or more levels in the model. This strategy is the opposite of the traditional inversion which we know so well, where the payoff in real experience is postponed until the end of the program.

This strategy suggests that students will not be confined to the Comprehension-Reception Level even in their first contact with teacher education, even if that first contact is a "hard content" course. It suggests that a student would at least be involved in some low-level applications of classroom materials. This second level can be managed in a controlled-laboratory setting as a portion of such courses.

Some would argue that there is no reason to stop short of Level III in any teacher education course. Apparently a number of teacher education programs do this sort of thing, or at least their program descriptions imply it. Others raise the question whether any course or any unit is fully developed if it does

not include activities at all of the first five levels. Regardless of the decision made on this matter, the model should be helpful in making a series of decisions on sequence and content selection.

b) Sequence. These comments bring us to the concept of sequence, and it is appropriate at this point to look closely at Levels II, III, and IV. If the model is valid, a student should have experience at Level II before moving to Level III, experience at Level III before moving to Level IV, and experience at Level IV before moving to Level V (the student teaching experience).

When it is stated that a student should have had "experience" at some level, we cannot beg the question of what experience and how much of it. There would seem to be only one way to answer those questions. It will be necessary to design sets of performance objectives for each of the levels, with the notion that a student will move from one level to the next when he has demonstrated mastery of the objectives set for the lower level. The compilation or creation of such sets of objectives is a task long overdue, and one to which we can all profitably put our hands. As a beginning activity, it might be useful to scale the hundreds of objectives developed by the faculty at Michigan State University for its model elementary education program. ("Behavioral Science Elementary Teacher Education Program," Lansing: Michigan State University, 1968. The complete report is available through E.R.I.C. as ED 027-285-6-7.)

The role of objectives is particularly important as we begin to design activities at Level III, the level of contrived settings.

It is likely that most of us are weak in Level III, except for some attempts at role-playing. Yet, writing performance objectives for activities at Level III presents no undue difficulty, certainly no more difficulty than preparing objectives for student teaching, a task to which many have put their hands.

As for Level IV, it is probably becoming common for teacher educators to bring students to that level in a number of different courses. A number of programs bring them to Level IV in the sophomore year with a tutoring activity, in the junior year with a student aide activity, and in the senior year with a micro-teaching activity.

Reflecting on sequence from a critical stance, the model suggests that expensive field experiences such as student teaching and micro-teaching may be economically unsound and academically inappropriate unless they are preceded by a sufficient number of activities at Levels II and III. Though teacher education may be weakest in activities at Level III, it is difficult to question the rational existence of Level III as the bridge between low-level applications of classroom material and practice in a real setting. One reasonable speculation is that some of the money now being spent on student teaching and even micro-teaching can be more properly used in creating practice activities at Level III.

c) The Existence of Level III and IV. We can summarize the material on sequence by asking the question, "Are Levels III and IV actual and important steps between the classroom-type activities of Levels

I and II and the total settings of Levels V and VI?" Two kinds of answers are indicated. An examination of the objectives set for student teaching by a number of colleges suggests a complete lack of realism in what can be expected from an activity as unorganized and context-embedded as student teaching. Apparently teacher educators expect students to achieve many competencies in student teaching which should have been achieved before a student even begins to practice in a partially controlled real setting. Further, the examination reveals that teacher educators expect student teachers to achieve a whole battery of competencies which could not, even in principle, be achieved in a real setting with partial controls. If this is left-handed evidence for the existence and importance of Levels III and IV, so be it.

Another answer to the question of the existence and importance of Levels III and IV comes to us from our own recent history. If one or both of these levels is unnecessary, we have been led into a great deal of worry and expense by a bunch of quacks who have designed materials and activities that are post-classroom but pre-student teaching..

d) Time and a Third Strategy. Finally, it seems proper to ask some questions about the use of time and to suggest that the whole temporal area be tested. For example, how much time would be needed at Level V, student teaching, if a series of sequential objectives have been met for Levels I through IV? It is entirely possible that less time need be required at Level V, perhaps saving enough money and student time to bring Levels III and IV up to full strength. Similar questions must be asked about the

time allocations for other levels, particularly I and VI.

Another question about time constitutes yet a third major strategy, one which can be called the sink or swim strategy. This strategy suggests that a student be put in at one of the higher levels of involvement in order that an assessment can be made of his capability. The implication is that the amount of time to be spent in the training sequence would be determined on the basis of the person's performance at the try-out level, whatever level that might be. The assumption underlying this strategy is that both the timing and the sequence will differ for different students. Though there is considerable logic to this point of view, it should be seen as a concept of sequence other than that used before in this description.

4. Contractual Arrangements with Public Schools. Perhaps the best and briefest way to state what is meant here is by using a specific example. It is not unknown for public school teachers to put student aides to work teaching on a substitute or nearly full time basis in their classrooms. Overlooking for the moment the ethics of this action, the model suggests that it is academically unsound. The model suggests that all of the teaching done by student aides and much of the teaching done by student teachers be controlled rather carefully--as in a practice teaching arrangement.

The model suggests that teacher educators create a clear and manageable set of objectives for each of the levels described above, and that these objectives be accepted in thorough negotiations with public school people. It would be even better if the objectives were

jointly designed. Since this seems so plausible it is necessary to look more closely at the seriousness of this proposal. Level IV, for example, requires that college students teach lessons in real classrooms under strict control. Before this can be done, however, it seems obvious that a contract be negotiated which guarantees that the college student will have this right and responsibility. The fifth level, student teaching, would also have a negotiated contract guaranteeing the classroom teacher and the college student that certain activities would be performed and certain competencies would be demonstrated. This is a long step from our current student teaching practices, even from those programs in which school people accord a considerable amount of freedom to the student teacher.

D. EXTENDING THE MODEL TO OTHER PROFESSIONAL DIMENSIONS.

1. Personal Dimension. It might be salutary to move from the instructional dimension to see some of these speculations in the personal dimension, i.e. the development of a teacher as a self-actualizing person. The first implication is that many of the so-called sensitivity experiences are ill-conceived and improperly placed. There would seem to be no justification for beginning with high involvement activities--total immersion rarely constitutes a proper starting point. A second implication is that there would appear to be a proper place for many existing materials and ideas.

For example, let us consider a beginners' book in encounter, The Shared Journey: An Introduction to Encounter by Terry O'Banion and April O'Connell (Prentice-Hall, 1970). The book itself can serve the essential function of Level I--comprehension through reading and discussion. The activities suggested in the book are set at Level IV, though a skilled leader could arrange Level III "practice" activities before and during the "real" activities at Level IV. Not much provision seems to be made here for Level II activities, though some of the dialogs printed in the book could be used as protocol materials. Some filmed or taped exercises would seem to be needed, as would more Level I materials. Clearly, we should be asking commercial publishers to supply more of the Level II materials for this dimension, as indeed for all dimensions of professional preparation.

Actively engaging in an "encountering" experience is real, though it can be structured and controlled. It need not be a peer experience, though commonly they are. The same point may be made here that was

made about the instructional dimension. As long as one is not "playing a part" it is a Level IV activity.

Brief mention should be made of the human relations training materials distributed by the Human Development Institute, Atlanta, Georgia. An analysis of their course for small groups, "Basic Interpersonal Relations," suggests that it can profitably be used for Levels I, II, and III of the personal dimension. Some groups do get to Level IV while using these materials, though the materials are not designed for that level, and perhaps groups should be guarded against using them in that way.

Experience with the HDI materials suggests that some people fail to see the relevance or need for Levels I, II, and III. It would be interesting to study those teachers or teacher candidates who resist training in the personal dimension at the lower levels. Perhaps operational means can be found to correlate such attitudes with attitudes towards training in the instructional dimension.

2. Professional Dimension. There is also the dimension of professional development, i.e. the development of a teacher as a member of a profession. In this dimension there is a critical need for objectives to suggest which competencies are to be developed. From the objectives will flow protocol materials and suggested activities at the various levels. Without a clear picture of our own expectations in this dimension, we are to some extent shooting in the dark in suggesting activities at the various levels of involvement. However, Level IV would seem to require a context such as SNEA, Kappa Delta PI, the student-affiliated AFT group or other junior professional groups. The requirements of Level IV are realism and control, so junior groups would seem to be a promising lead.

Similarly at Level V we have a natural setting--student teaching. The question remains--"What are the objectives in Professional Development to be met at this level?" Passive attendance at faculty meetings and PTA groups would seem to be inadequate successors to the vital though controlled settings of junior professional clubs.

In this dimension the development of protocol materials and simulation materials present no insuperable intellectual problems. There are a few simulation materials already available, such as the two "Teaching Problems Laboratory" kits which D.R. Cruickshank produced for Science Research Associates. A variety of role playing activities for this dimension is described in a 1970 publication of the American Institute of Biological Sciences, "Role Playing and Teacher Education." Filmed activities, both training and protocol films, are technologically possible, and in a few cases commercially available.

3. Community Involvement Dimension. In the community involvement dimension (i.e. the professional teacher as liaison with the community) we may find the stuff from which objectives are made in the experience of the Triple T Projects. Again Levels I, II, and III present no formidable hurdles, except perhaps expense. Level V would again seem to have the student teaching setting as a locus. Teacher Corps, VISTA and Triple T have piled up experience that should be instructive to us. In this dimension the objectives may well present some political problems; there will certainly be some value-conflict problems. Without a set of objectives, however, we are caught up in slogans which cry the need for community-related

activities without specifying to which particular ends they contribute.

Level IV--again the problem of objectives! For real activities in controlled settings there are some existing groups and physical facilities. Scouting programs, Neighborhood Youth programs, recreation facilities, museums, Big Brother programs offer possibilities as settings in which Level IV objectives can be met. It is ironic that in this case, as in others described earlier, the mythology of teacher education has long set value on such activities but the value has been yet another example of well-wishing without rationale or design.

A HUMANISTIC APPROACH TO TEACHER EDUCATION

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A HUMAN APPROACH TO TEACHER EDUCATION

The recent increase in dissent among students in schools at all levels should provide a stimulus for those charged with program development at teacher training institutions to re-evaluate their efforts. Students are claiming that they are bored with school and feel that they are just "putting in time". They claim they are getting tired of "waiting" each day for an exciting class so that they can just get through the day. These claims should force those responsible for program development in teacher training institutions to ask some relevant questions: (1) To what extent are they training teachers to stifle curious, knowledgeable and thoughtful students? (2) To what extent are teachers being trained to turn out students who are mass producers of rote learning? (3) To what extent are teachers being trained to become totalitarians in the classroom? (4) To what extent is today's teacher training obsolete for today's youth? If those responsible for teacher training institutions realistically evaluate themselves in light of these questions, they should come to the conclusion that there is a drastic need for reform in their teacher training practices. It is our belief that the major problem underlying the above questions is related to the way teacher training institutions have neglected "human" kinds of learning experiences for prospective teachers. That is, teacher training institutions have failed to recognize that teaching is primarily concerned with human beings interacting with other human beings in a very human process.

The role of teachers as answer-giver or cultural transmitter is not relevant for today's youth. The renaissance concept of a teacher must be changed to meet the needs of today's youth who are becoming more human without the help of their teachers. Many teacher training institutions are producing humanly illiterate

teachers who are not able to cope with a rising generation of youth atuned to human encounters. A new teacher who is human and real needs to be born in our teacher training institutions. This human teacher is not one who is versed in the mechanistic philosophy of teaching but is an individual who can integrate the skills of teaching into his life style and can help students grow not only intellectually but also as human beings. Most important, this human teacher must be an adequate person who is able to facilitate the learning of other human beings. He must help today's youth discover for themselves their human potential in order that they may actualize this potential in our schools.

In our proposal for humanizing teacher education, we have designed learning experiences modules which are related to sensitizing the prospective teacher to human and personality developmnnt by techniques of group processes and counseling and human encounter experiences with community, youngsters and peers. That is, the traditional lock-step teacher preparation program of courses, credit hours, scheduling, and exams will be eliminated in our proposal for humanizing teacher education so that the prospective teacher can take major responsibility for his learning according to a human based program. This human program consists of three blocks of learning experiences, (1) Human Encounter with Self, Community, and Youngster, (2) Human Encounter with Basic Teaching Skills, and (3) Human Encounter with Real Teaching, which have major learning experience modules and sub-modules attached to them with built-up cognitive and affective specifications. After successful completion of a major learning experience module and its sub-modules the prospective teacher is allowed to move to another major module of learning experience. These three blocks of learning experiences are held together by a common learning experience module designed to develop and promote Personal and Teacher Growth (M"I"). This module is the core of our approach to humanizing teacher education. It is hoped that this will help the prospective teacher develop

his values, feelings, and perceptions through involvement in weekly human encounter groups which will last until he completes his teacher preparation program. He will be assigned to a human encounter group of fifteen members with a permanent professor of teacher education as its leader.

This type of group structure should give the prospective teacher a chance to establish friendly and innate relations with a professor. The prospective teacher will be able to discuss with this person a plan for working and evaluating his progress for different learning experience modules. For example, if a prospective teacher feels he can best accomplish the performance specifications of a certain learning experience module by working in his community, he will then be given the opportunity to proceed in this direction. Thus, the prospective teacher's human encounter group will at different phases of the program be involved in activities such as breaking down into smaller groups and attacking a community problem or having certain members working independently on a community problem. Specifically, the needs of the group and its members will direct the activities for certain learning experience modules. Members of each human encounter group will be composed of prospective elementary and secondary teachers at different levels of learning. This wide difference of learning should give members who are far along in their programs an opportunity to help the new members who are just entering the program. On the other hand, the new members could have an effect on the older members in regards to re-examining their concepts they have about teaching.

This common module, as outlined above, will give prospective teachers and faculty members of teacher education an opportunity to improve their sensitivity to each other while also improving their interpersonal communication skills. Also, it should be noted here, that not all professors in teacher education would

be able to cope with this type of human encounter experience. They will have to be trained in counseling and human potential tehcniques. Thus, it seems that only those professors of teacher education who are real, who are able to shed the embarrassment of expressing feelings such as love, joy and anger, and who are able to get "inside the skin" of other persons and see the world from their eyes, will be able to work in this type of program.

Basically, this humanist teacher education program is based on the following four principles: (1) Prospective teachers will be given the opportunity to progress at different speeds; (2) Prospective teachers will have learning experiences which will be provided in accordance to their human potential; (3) Prospective teachers will evaluate their own progress throughout their teacher preparation program and (4) Prospective teachers will be given opportunities to examine themselves and the influence they have on their professors, youngsters, and peers.

It is hoped these principles underlying the program will give prospective teachers good models for their own learning and thus eliminate the violation of principles we constantly preach in education courses and teacher preparation programs. In the following sections, we will discuss the rationale for each block of learning experiences within the proposed humanistic education program.

First Block of Learning Experiences
(Human Encounter with Self, Community, and Youngsters)

This block of learning experiences can be divided into three major learning experiences modules: Human Growth of Self, Social Foundations of Contemporary Problems in Education, and Psychological Growth of Persons. The basic rationale for the learning experience modules in this first block of experience is to develop an awareness of self for prospective teachers. Only after he has had a true experience of self and has attached a personal meaning to many different

experiences will he be able to grow as a human being and encounter human beings in the classroom. In order to help the prospective teacher achieve a sense of self we have designed a learning experience module--Human Growth of Self in this first block of learning experiences to consist of human encounter experiences where the prospective teacher may examine the feelings, values, and perceptions of significant others in relation to his own feelings, values, and perception. This human encounter experience should give the prospective teacher the basic skills necessary for encountering himself. Once the prospective teacher has looked inwardly, he will be able to compare the realities of his values, needs, and perceptions with those of today's community and youth. This will take place in learning experience modules, Social Foundations of Contemporary Problems in Education and Psychological and Personality Growth of Persons. That is, the prospective teacher will be assigned to some community agency such as a settlement house, a recreational camp, an ecology project, a health agency, or a welfare agency. Integrated within these field experiences will be direct supervision by specialists in the field of social work, educational psychology, counseling and guidance, and teacher preparation, Besides this, the prospective teacher will participate in his weekly human encounter group (M"I") in which members of each group will share their community experiences with each other.

Following this learning experience in a community agency the prospective teachers will tutor one student who is having difficulty in a basic area such as reading, writing, arithmetic, or listening. During their tutorial experiences the prospective teacher will be aided by specialists as the situation demands. In his weekly human encounter group (M"I") the leader will help the prospective teacher identify his strengths and weaknesses while relating to youngsters. Most important, the prospective teacher will be guided to look inward at the conflicting values, attitudes, and perceptions he has with today's youth and how he may resolve these

conflicts without destroying his relationship with youngsters.

Second Block of Learning Experience
(Human Encounter with Basic Teaching Skills)

There are three major learning experience modules in this block: Analytical Study of Teaching, Structure of Knowledge, and a binding learning experience module, Human Encounter in Accomplishing Group Tasks. The underlying rationale for this block of experiences is to have the prospective teacher integrate his analytical study of teaching and related structure of knowledge concepts with his experience in an instructional group. This integration will revolve around the learning experience module, Human Encounter in Accomplishing Group Tasks, in which the prospective teacher will work with a small group of students. The prospective teacher will be assigned seven to ten students of different abilities, personalities, and attitudes. Prospective elementary teachers will be assigned to a group of students from whatever grade level he desires, and similarly the prospective secondary teacher will have the same opportunity to choose the grade level he desires to work with. Each prospective teacher will meet with the assigned group of youngsters for at least three half days a week. During these sessions the prospective teacher will be given complete responsibility for teaching his group of students. He will work in cooperation with his group of students in planning, implementing, and evaluating group tasks. The prospective teacher and his group will be given complete autonomy to use the most imaginative ideas in order that they may accomplish the tasks of the group. This experience with small groups of students will also give the prospective teacher many opportunities to experiment with the ideas and concepts discussed in the modules attached to Analytical Study of Teaching and Structure of Knowledge. When problems arise in using some new ideas or in relationships with students, they will be disucssed in the prospective teacher's weekly human encounter session. (M"I")

This human encounter experience with a small instructional group of students should give the prospective teacher a new perspective on groups and their social structures. He should become aware that the teacher has two main functions in instructional groups: Maintaining the group as a group and providing experiences for the accomplishment of group goals. The prospective teacher must be aware that he doesn't exist apart from an instructional group. He is part of the instructional group with the responsibility of replenishing the psychological climate while guiding the group to the accomplishment of specific goals.

The emphasis of this block of learning experiences will not be in the mechanics of group work but on the prospective teacher's interpretation of himself in an instructional group. He needs to attach personal meaning to those experiences if they are to be important for him as a facilitator of group learning.

Third Block of Learning Experience
(Human Encounter with Real Teaching)

In this block of learning experiences there are two major learning experience modules: Human Encounter with the Experienced Teacher, and Human Encounter with the Teacher's Role. The goal of this block of experiences is to allow the prospective teacher to integrate what he knows, what he is, and what he can do to improve his teaching and himself as a human being. The major learning experience module in this third block of learning experiences is Human Encounter with the Teacher's Role. An objective of this module is to have the prospective teacher become a partner or associate with an experienced teacher so that he or she shares the responsibility for teaching a classroom of pupils. In this learning experience module, the prospective teacher's ideas will be as important as the experienced teacher's in all phases of planning, teaching, and evaluating classroom

learning. In this role he will not be perceived as being a subordinate to a real teacher and other teachers but as a partner sharing the responsibilities of teaching with a fellow colleague in a classroom.

In order to achieve the objectives within this third block of learning experiences, the experienced teacher and the associate teacher will be given an opportunity to participate in a weekly human encounter group which is related to the learning experience module, Human Encounter with the Experienced Teacher. This experience should help both the experienced teacher and the associate teacher in examining each others' feelings, attitudes, needs, and values. It will also give them an opportunity to see themselves as persons with certain strengths and weaknesses. A common bond of trust should be created between the associate teacher and the experienced teacher by such experience which may help eliminate the "Student teacher concept". That is, student teaching is threatening to many student teachers because they constantly fear the "Big Brother" (experienced teacher) has his or her eyes on them. They know if they don't adhere to "Big Brother's" way of teaching, they will be failed by "Big Brother".

Thus, if the prospective teacher is given a chance to "do his thing" with his students without interference of the experienced teacher, we would probably see a new partnership being formed in our schools among new and old teachers and their student in discovering and building new educational environments.

Finally, in conjunction with these two learning experience modules as outlined above, the prospective teacher will participate in his permanent human encounter group (M"I") which will consist of seminars for discussion of problems encountered by the prospective teacher in his teaching and for examining alternatives. Special methods supervisors and educational psychologists will be present as needed in these sessions so that many of the early modules of learning experience can be made more relevant.

Conclusion

In our humanistic program for teacher education, we are attempting to develop a "Human Teacher" with such qualities as spontaneity, acceptance, creativity, and self-realization. Our program should give the prospective teacher an opportunity to relate theory to practice and an opportunity for the prospective teacher to search for greater personal understanding of himself and of the learning of children. This program should help prospective teachers to develop compassion for weaknesses in individuals and sensitivity to the needs of human beings. The most important product of this program could be the development of a teacher who is real to his feelings and who knows how to help children realize their potential and become what they are to become. It is hopeful that this humanistic approach to teacher education will produce teachers who will stop murdering human potential in our schools.

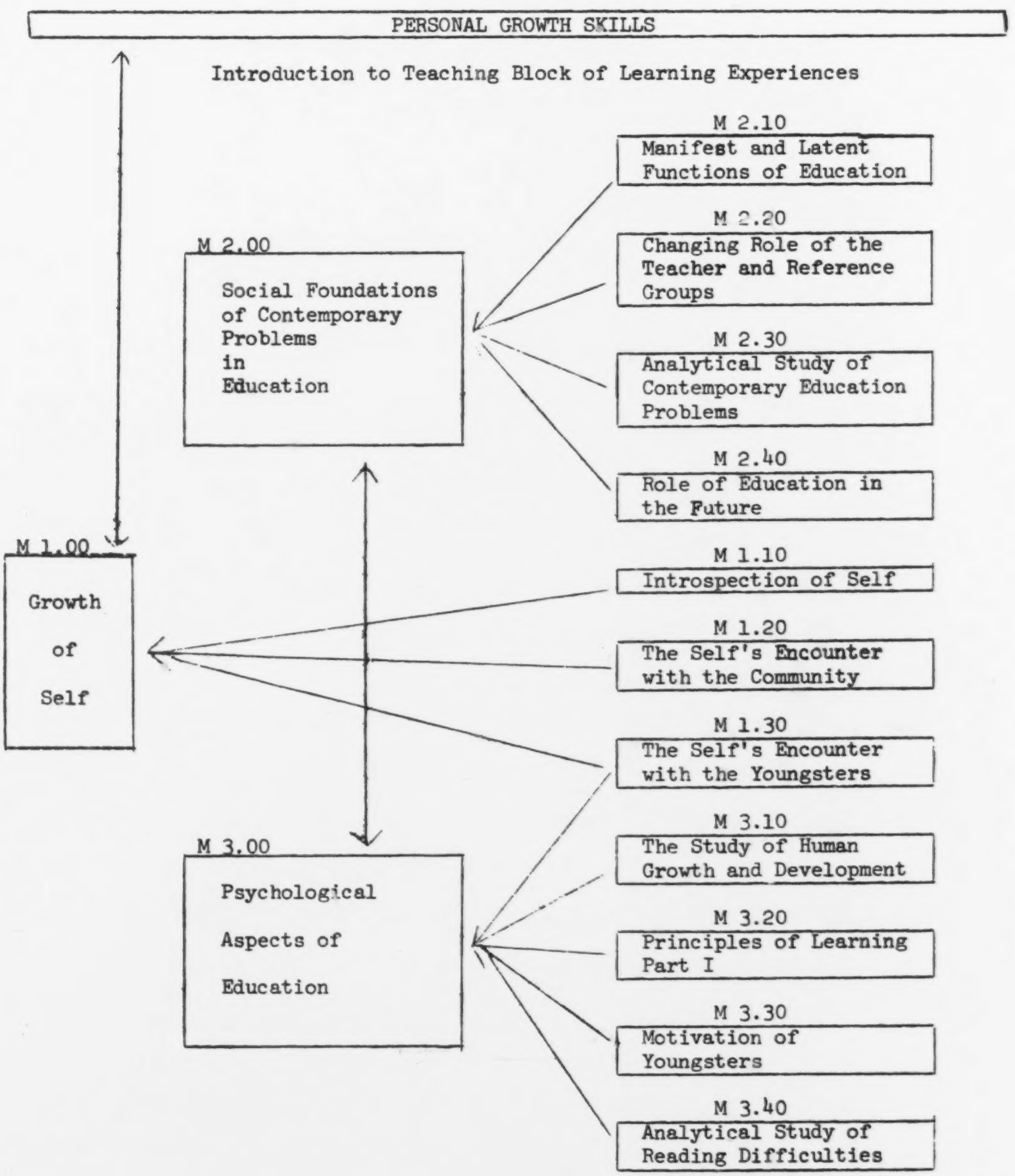

Figure I - A Paradigm for the Revised Teacher Undergraduate Education Program at West Virginia University.

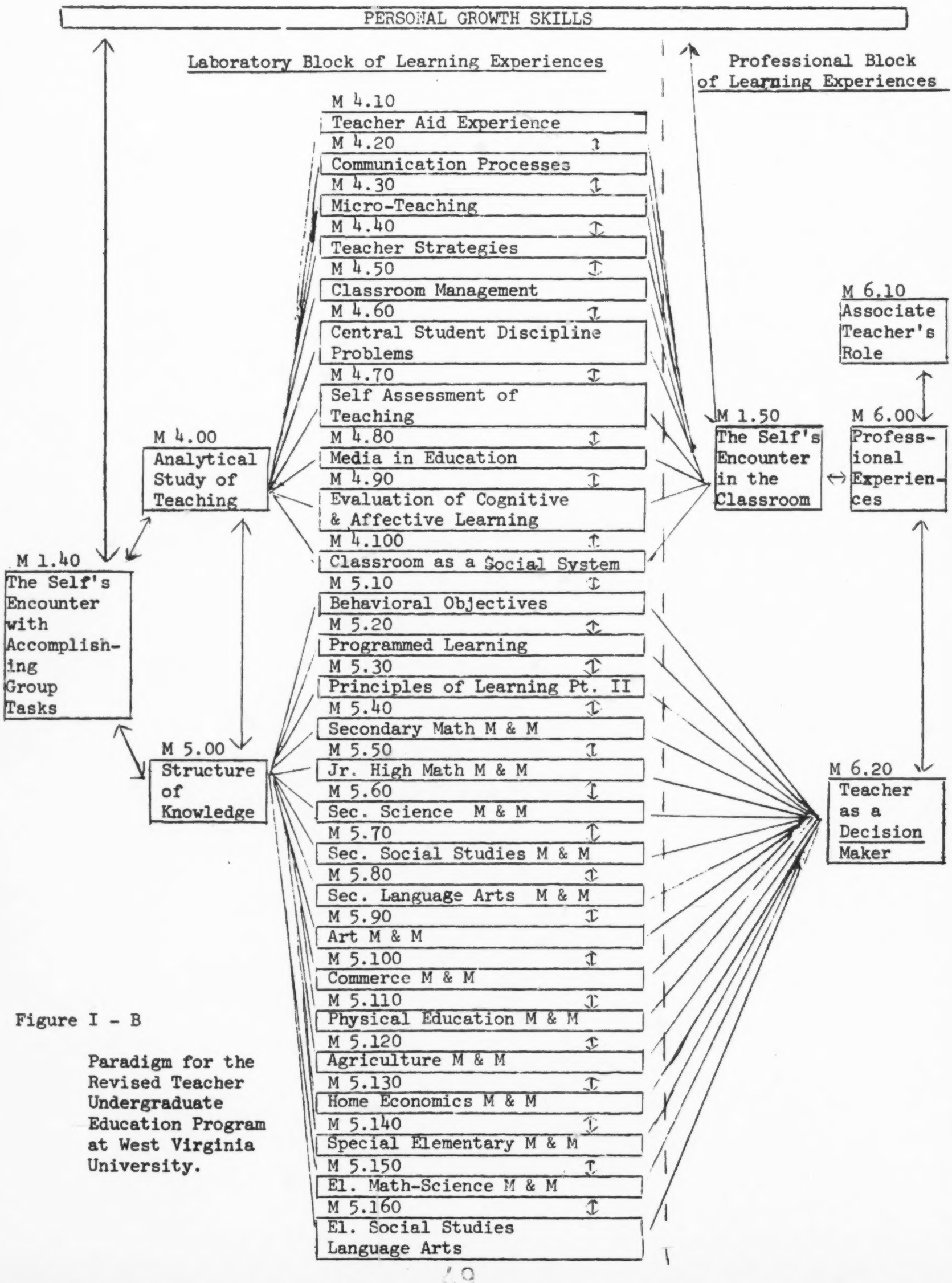

Figure I - B

Paradigm for the Revised Teacher Undergraduate Education Program at West Virginia University.

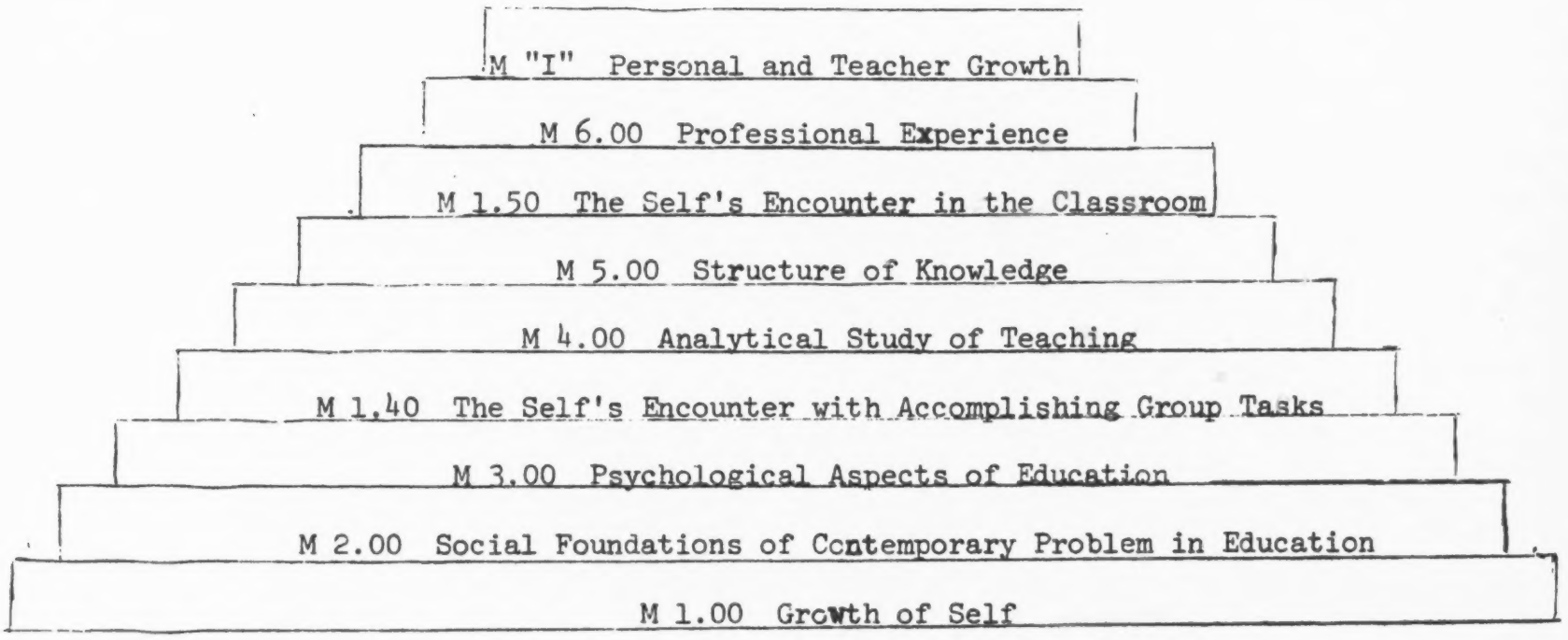
M "I" Personal and Teacher Growth
M 6.00 Professional Experience
M 1.50 The Self's Encounter in the Classroom
M 5.00 Structure of Knowledge
M 4.00 Analytical Study of Teaching
M 1.40 The Self's Encounter with Accomplishing Group Tasks
M 3.00 Psychological Aspects of Education
M 2.00 Social Foundations of Contemporary Problem in Education
M 1.00 Growth of Self

Figure 2 Hierarchy of Major Learning Experience Modules

A PROPOSAL FOR AN EXPERIMENTAL PROGRAM IN PROFESSIONAL PRESERVICE EDUCATION

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A PROPOSAL FOR AN EXPERIMENTAL PROGRAM IN PROFESSIONAL PRESERVICE EDUCATION

The purpose of this paper is to discuss a proposed model for effecting the kinds of program improvements that current knowledge about teacher education, the NCATE standards of 1970, and the times themselves demand.

Assumptions: To undergird the development of the proposed program, the following assumptions have been formulated:

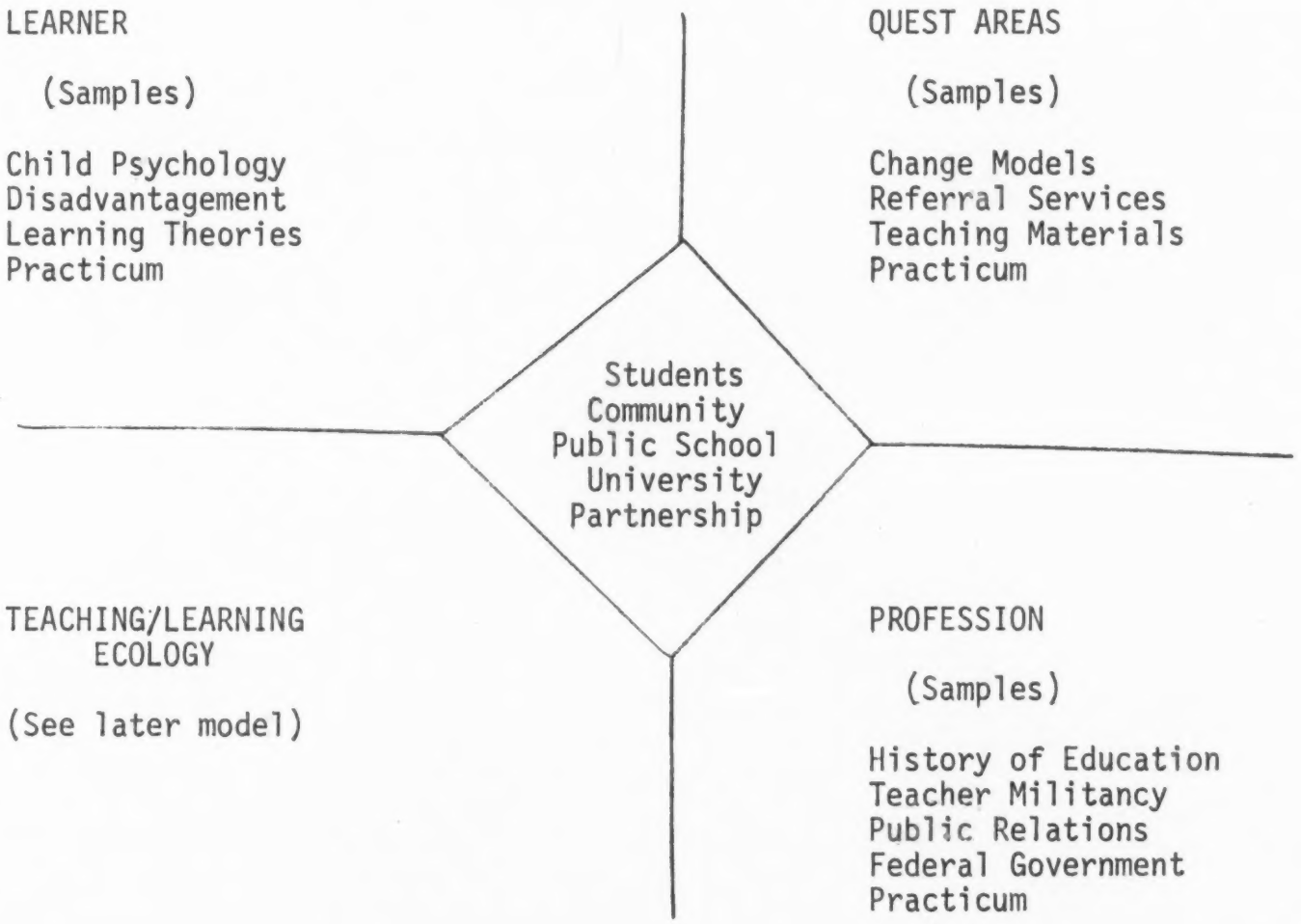
1.0 The education and preparation of teachers demand the active participation of all elements of the public school system, the community, the students, the West Virginia Department of Education, and the university.

2.0 Every episode of teacher education must include a practicum that is directly related to the given tasks. The setting for the teacher education experiences should begin to move from the campus to the public school system, the community, and the state at large.

3.0 Teacher education should be comprised of a series of experience modules, both required and optional. Teams of professional personnel from the university and the public schools, working within a variety of staffing patterns should be utilized to direct the program modules.

In order to clarify and further develop the proposed program, an attempt has been made to utilize a model that incorporates the total professional education of teachers. The model, shown below, includes the learner, quest areas, teaching/learning ecology, and the profession.

EXPERIMENTAL MODEL



The third quadrant of the model, teaching/learning ecology, has been considered somewhat in depth by members to eventually include some of the following modules and, of course, may be expanded or delimited as further study dictates. One may also find that experiences have been included which can be better implemented under one or more of the other quadrants. Further study may result in considerable realignment.

TEACHING/LEARNING ECOLOGY

MODULES FOR CONSIDERATION

1.0 Teaching/Learning Models
- 1.1 Structure and use of knowledge
- 1.2 Induction and deduction
- 1.3 Taxonomies of educational objectives
- 1.4 Models: Taba, Ausubel, Woodruff, Rogers, Skinner, Ashton-Warner, Piaget, Bruner
- 1.5 Pupil Inquiry

2.0 Analysis of Teaching/Learning
- 2.1 Descriptive and prescriptive behavioral objectives
- 2.2 Verbal-nonverbal behavior
- 2.3 Teaching skills
- 2.4 Group and individual processes

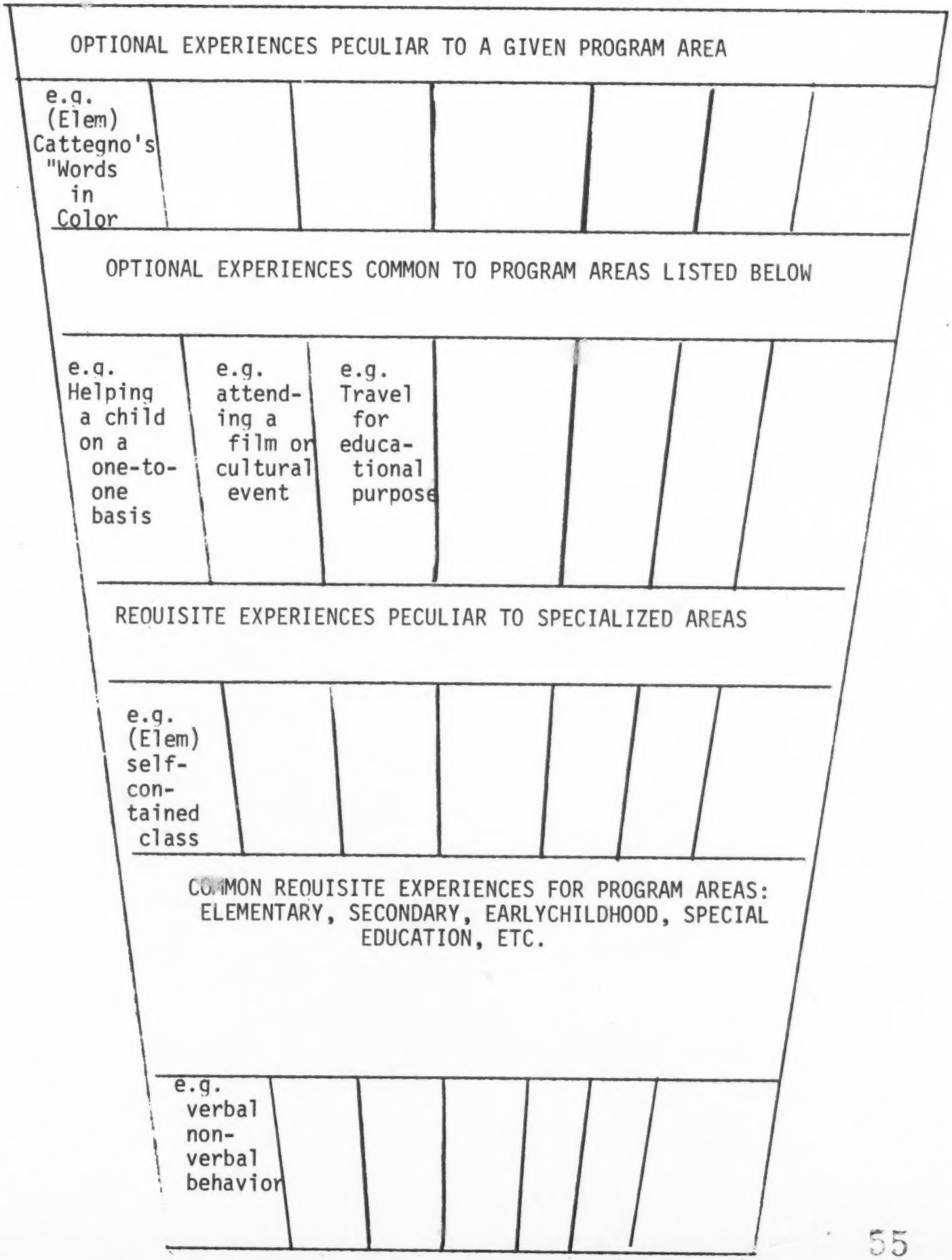
3.0 Environmental Management
- 3.1 Learning centers
- 3.2 Software and hardware
- 3.3 Authority of space, time, objects
- 3.4 Technology and media
- 3.5 Arrangements of typical and atypical classroom matter
- 3.6 Utilizing the environments of the home, the community, and urban/rural outdoor space and matter

4.0 Evaluation
- 4.1 Behavioral changes
- 4.2 Pupil performance records
- 4.3 Standardized tests
- 4.4 Teacher-made tests
- 4.5 Individual diaries
- 4.6 Teacher observation
- 4.7 Self-evaluation
- 4.8 Grading

5.0 The Human Dimension in the Modern School
- 5.1 Acceptance of pupils by the teacher and system
- 5.2 Pupil-pupil relationships
- 5.3 Success factors
- 5.4 Coping with disruptive students
- 5.5 Teacher-pupil relationships
- 5.6 Competitive relationships
- 5.7 Eliminating pupil rejection

6.0 Interpersonal Relationships
- 6.1 Knowledge about self
- 6.2 Inductive colloquys
- 6.3 Individual affective and conative experiences
- 6.4 Relationships with peers, authority figures

PROPOSED MODEL FOR REQUISITE AND OPTIONAL EXPERIENCE MODULES IN TEACHER EDUCATION


OPTIONAL EXPERIENCES PECULIAR TO A GIVEN PROGRAM AREA
e.g. (Elem) Cattegno's "Words in Color
OPTIONAL EXPERIENCES COMMON TO PROGRAM AREAS LISTED BELOW
e.g. Helping a child on a one-to-one basis
e.g. attending a film or cultural event
e.g. Travel for educational purpose
REQUISITE EXPERIENCES PECULIAR TO SPECIALIZED AREAS
e.g. (Elem) self-contained class
COMMON REQUISITE EXPERIENCES FOR PROGRAM AREAS: ELEMENTARY, SECONDARY, EARLYCHILDHOOD, SPECIAL EDUCATION, ETC.
e.g. verbal non-verbal behavior

To accommodate the goals of the proposed model, first consideration must be given to the identification and general acceptance of the areas that all preservice teachers, whatever their specialization, must experience at some point of time in their program. These experience areas would initially become the requisite core of the program embracing the specialized areas previously mentioned. These components would be dealt with in an exhaustive manner, based on student competence, and individualized by one or more staff members for all of the students from the several specialized areas. Once these common areas are identified and accepted, their in-depth development would become the task of given staff members who would be free to incorporate the desired goals in keeping with their own teaching styles and the particular needs of the students involved.

A second step in the development of the proposal would be to identify experience areas that are specifically related to the specialized areas. These components would become requisite experiences only for those students as they move into their specializations.

The third and fourth steps in development would be to identify components that would be offered to those students who indicated a desire for them. Some of these components would be suggested within the program but options would be left open for students to initiate creative experiences that may not appear in the original proposal.

Some of the following situations would evolve as the proposal is developed and implemented:

1.0 Staff members would be differentiated, specialized in certain components; would cross specialization lines;

would work as teams; would, where possible, choose their areas of interest.

1.1 All of the experience components would occur simultaneously with a related, significant, germane field experience.

1.2 The program would be individualized through minimum and maximum component objectives and through the optional components.

1.3 The experience components may occur on campus or in the public schools.

1.4 The experience components would be assigned a point value in the form of a credit module. For example, alternative teaching models might be worth a maximum of 100 credit modules or a minimum of 80. Each student would accumulate credit modules for his successful performance in a given experience. These would later be transferred to semester hours. Perhaps 500 CM would equal three semester hours. A block of credits would be awarded at the end of each semester congruent with each student's performance.

1.5 The program could be effected earlier because minute component development could occur as the program proceeds with each instructor charged with his task areas.

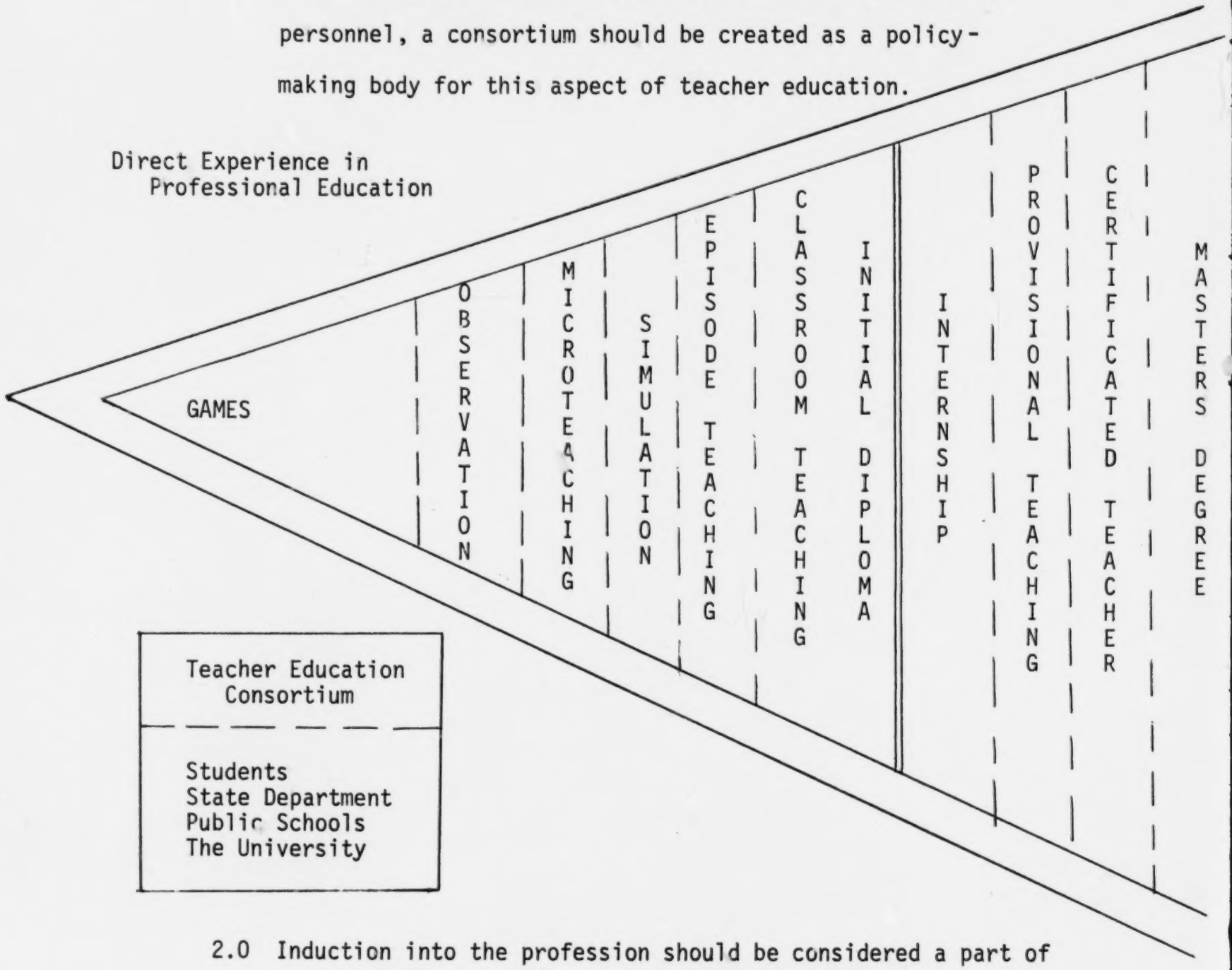
1.6 Each staff member would be assigned a group of students--as small as possible--and would be responsible for inductive type seminars and other personal contact in his program area. This group would stay with the same

instructor for these purposes over the entire professional sequence. Staff members with this responsibility would work with other staff members concerning the professional needs of his group.

1.7 The program would deliberately accommodate the cognitive, affective, conative, and psychomotor areas of learning in each of the experience components as demanded by the given component.

To accommodate decisions on sequencing the practicum experiences, the following model is suggested. There are two basic assumptions associated with this model:

1.0 Since teacher education demands a full partnership of students, state department, public school and university personnel, a consortium should be created as a policy-making body for this aspect of teacher education.



2.0 Induction into the profession should be considered a part of the preparation of a teacher. Induction experiences should be planned and executed by the teacher education consortium.

THE LEGITIMATE ROLE OF THE PROFESSIONS

IN

TEACHER PREPARATION

David E. Koontz
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Secretary-Treasurer of the West Virginia
Association of Teacher Educators

and

Joseph E. Flaherty
State Department of Education and
President of the West Virginia
Association of Teacher Educators

We are living in a time of great promise in teacher education, but we are also living in a time of great concern. National Organizations are sponsoring the formulations of model programs for the preparation of teachers, models which are the product of knowledgeable, dedicated men. These models hold the promise of leading us from the wilderness of an era of ineffectiveness and impotence in teacher preparation. The models vividly portray new roles for college teachers, new roles for the public schools and culminate in creation of more competent public school teachers for the schools of the future. Some of those models can, if they are fully implemented, move teaching to the status of a truly great profession, a profession in which membership is an honor and a prize worth considerable sacrifice and a profession which demands high intellectual endeavor.

Despite the promise of improvement inherent in the models for teacher preparation, it is obvious that the country does not have enough institutions of higher education which can move forward, to adopt the best aspects of these models and change their present programs in line with the recommendations. This does not mean colleges are staffed by incompetent people. The facts of life on the college campus are known to deans and presidents as well as faculty members. College faculties, as they are presently constituted, are simply not able to make the kind of rapid, radical changes necessary to make teacher preparation more effective. Nicholas Masters, in a speech in Chicago a year ago at the annual conference of the Association of Teacher Educators put it very provocatively.

> My point is this: in terms of the formulation of educational policy at the higher education level today there exists, not a specific group of individuals, but a body of doctrines and guidelines, almost taking on the character of major precedents, which are enforced by little groups called committees and councils which have adopted elaborate procedures and practices not equaled even by the due process requirements in our criminal

> courts. The internal procedure and process are so thoroughly democratic as to enhance the capacity of any group, however small, to veto any change in academic policy. These committees and councils are found in every nook and corner of the academic system and they are generally composed of elected members, but the members are elected by constituents to whom they are not especially responsible. The members are given equal votes and authority, but nowhere has the system made them specifically and individually accountable for their actions.[1]

If colleges are not willing to accept responsibility for results who then can hold them responsible? It is entirely possible that a state can strengthen the present system of state department of education control and assign to that agency greater authority to foster change in teacher preparation programs. In the sense that the state department is an agency of the legislature it may be that it is the agency which most accurately reflects the will of the people and should therefore truly begin to hold the colleges responsible.

But in this paper the position is taken that the rightful agency to hold the colleges accountable is not the state department, for there is a strong likelihood that Dr. Conant was correct when he observed that there is too close a tie historically between the colleges and the state departments for one to truly hold the other accountable for the quality of the other's performance.[2]

A second agency (defined in its broadest sense) which is beginning to hold colleges accountable is the public. It is not necessary to recount the story. It is necessary only to open the daily papers to the "letters to the editor" pages and see the growing dissatisfaction with our public schools. Confidence is waning almost entirely as a result of the lack of effectiveness of too many people who have

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[1] Nicholas A. Masters, "Politics and Power Related to Educating Teachers," address delivered at the Annual Conference of the Association of Teacher Educators, Chicago, 1970.

[2] James B. Conant, The Education of American Teachers, New York: McGraw Hill, 1963.

been licensed to teach. There is no better evidence of the inability of our colleges to insure a minimum performance standard for all teachers than growing number of parents and patrons who no longer revere our schools. But the public is not a responsible agency. There exist far too many separate pressure groups and special interest groups to ever mobilize an effective force for governance of teacher preparation.

Accrediting agencies are a force in our society and, in many respects, serve worthwhile purposes. But they suffer the same shortcomings of state departments. Their membership is composed of the colleges they serve and their personnel include people who transfer freely back and forth from the colleges to the accrediting agencies. They ask in their standards that colleges show evidence that they have evaluted their former students on their performance.[3] But they do not do this for the colleges and the story of the lack of colleges' ability to hold itself accountable has already been told.

Let us turn to the agency which is being suggested as a legitimate authority to hold the colleges accountable for the quality of performance and the teachers who enter the classrooms of our state, the education professions. A careful examination of the alternatives leads one to the conclusion that there is no other single agency with, (1) so much at stake, and (2) so much to gain by moving into a full legitimate role in guaranteeing a quality program.

One can define the education professions as Myron Lieberman has done.[4] Among other characteristics of a profession, Lieberman includes:

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[3]National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Preparation Programs. Washington, D.C.: The Council, 1970.

[4]Myron Lieberman, Education as a Profession, Englewood Cliffs: Prentice Hall, Inc., 1956

1. A broad range of autonomy for both the individual practitioners and for the occupational group as a whole.

2. An acceptance by the practitioners of broad personal responsibility for judgments made and acts performed within the scope of professional autonomy.

3. A comprehensive self-governing organization of practitioners.[5]

The professions have the capability of making a unique contribution to the area of teacher preparation. Roy Edelfelt puts it this way:

> The professional association has an important role to play as an autonomous and independent - yet responsible - group that can check and balance the educational, political, and social responsibilities of institutions of education. This watchdog role becomes increasingly important as school-college relationships in teacher education become more complex and interrelated. For example, the quality of a college program is influenced by various approaches to program approval or accreditation; professional associations can play an important role in determining standards and procedures.

Dr. Edelfelt continues:

> Professional associations also play an important role in establishing and maintaining requirements for licensure or certification of teachers. Such requirements influence the nature and scope of both preservice and in-service teacher education programs.[6]

Legitimate is defined as the authoritative right of one agency to have jurisdiction over another agency. As an association of fellow educators, the professions are jointly concerned about preparing teachers who can make a difference in the lives of boys and girls in schools. But the professions have yet to be given any real legitimacy in the area of teacher preparation. It is

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[5] Ibid., pp. 3-4.

[6] Roy Edelfelt, "The Role of Professional Organizations in Partnerships in Teacher Education, "Partnership in Teacher Education, Washington, D.C. The Association for Student Teaching and the American Association of Colleges for Teacher Education, 1968, p. 118.

recommended that they not only be taken into partnership, but they actually move in the direction of holding the teacher preparation institutions accountable for the quality of their product. By definition then this means that before a person will be licensed to teach, he will have to gather evidence that this person can make a difference in the lives of boys and girls in schools. If he can't, he doesn't get a license, no matter what the college reports about the grades and credits he has earned and no matter what the public schools say about his experiences in student teaching. If that kind of responsibility is delegated to the professions it will mean asking them to assume a responsibility which other professions, such as law, medicine, architecture, have assumed for years, but which teaching has, as yet, failed to assume. But most persons would agree that public schools are every bit as important to the future of our nation as public hospitals, public buildings or public jails.

What is lacking is a vehicle for getting the professions involved in a legitimate way. In the past professional involvement has taken non-legitimate and quasi-legitimate forms and these should be continued and strengthened. The state associations need to have a voice on the college campus through the Student Education Association. The professions are a strong and vibrant voice in the halls of the legislatures and they need to work together to see to it that meaningful legislation is enacted in the area of teacher preparation, especially as it is concerned with finances.

The heart of the matter is that no vehicle exists to project the professions into a functional authoritative role in preparation of teachers. The model presented is designed to do just that, to move the professions into the role of final authority over who becomes a teacher and who does not. In essence it is a model which permits the colleges to design the types of programs which they believe

will be effective. The colleges will be free to experiment as they see fit. They will be free to launch new programs as staff and talent permits. But the question of who will hold them accountable will be resolved in this model, by moving the final question of licensure away from the college campus and into the hands of the professions. Thus the professions, working with the State Department of Education, will become the arbiters of who is to teach and who is not. Again effectiveness is the ability to make a difference in the lives of boys and girls.

The Candidate's Capstone Experience

As the student is completing his program of teacher preparation a principal of joint responsibility between colleges, public schools, and the professions must prevail. To quote the recent publication of the Association of Teacher Educators:

> Valid programs of clinical experiences, particularly the practicum phase, rest upon the principle of joint responsibility and accountability. The structure and procedures for making decisions affecting these programs must reflect a recognition of both special competence and shared authority. This requires that independent institutions, organizations, and agencies with different traditions, functions, and basic purposes collaborate in working partnerships. The organization, operation, and administration of effective partnerships directly influence the form, quality, and durability of the program of clinical experiences.[7]

At the final stage, after the student has completed everything which the college requires in its program, the candidate for licensure will apply for his Candidacy Experience. Logistically he might apply to one of the several Teacher Education Centers located in the state. As a candidate he is an independent agent who possesses credentials from one of the colleges who is in the business of preparing teachers.

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[7]The Association of Teacher Educators, A Guide to Professional Excellence in Clinical Experiences in Teacher Education, Washington, D.C. The Association, 1970, p. 28.

(It might logically include colleges outside the state as well as public and private colleges in the state). His credentials should show the type of courses completed and/or experiences completed. As a minimum, he would have to have his application endorsed by the appropriate authority on the college campus that he has satisfied all basic requirements of an approved program.

The Candidacy Experience would be conducted totally in a public school, by professional teachers, under the authority of the professions. Since we have defined competence as the ability to make a difference in the lives of boys and girls, it will necessitate having the candidate teach for a period of time. He should do this on his own. He will have at his disposal all of the normal resources of the school in the form of materials and supportive personnel, but he would not work under the immediate guidance and supervision of a teacher.

A two-week capstone experience in a school is postulated with a group of boys and girls who have been assigned to the candidate for some or all of their learning experience by the principal of the school. The candidate would be expected to draft learning objectives in appropriate form, produce several appropriate alternate routes for his students to take in reaching those objectives and involve the students in interactive planning in selecting appropriate routes or suggesting possible alternative routes. He would be asked to prepare an instrument, or employ one already prepared, to gather data about the entry level of performance of the students. He would then be expected to show evidence that a difference had been achieved. He might be asked to present audio-or video-tape of his performance to demonstrate that he possesses the requisite interactive skills. He might be expected to show that students are at least as favorably disposed toward the subject(s) being studied after he finished as before he began.

The Candidacy Experience should take place in a school which is designed to permit such things to happen. Typically such a school will be one with personnel

staffing patterns which are open and flexible. The student population should not necessarily conform to any narrow portion of the social spectrum. The type of school to which we refer is one which is just now beginning to emerge on the horizon.

When the candidate has completed his Candidacy Experience he will request that the staff of the school endorse his work as being acceptable professional performance. Logistically, three teachers, selected because of their competence and professional interest in teacher preparation, would be identified in advance, by the Teacher Education Center director, to be officially responsible for evaluating the candidate's performance. Ideally the three would not be drawn from the same field and/or grade level but would be competent to judge whether there was a difference made and that no undersirable side effect occurred. If these three teachers endorsed the candidates application for licensure it would be prima facie evidence of endorsement by the professional faculty of the school and the profession as a whole.

Potential Benefits

In conclusion, one can speculate concerning the possible benefits the professions and the colleges might derive from such as program.

1. As a model for the profession the Candidacy Experience might be a way that the professions can admit candidates to a number of different levels. For example, we have talked for years about developing positions such as "career teacher" or "master teacher" within new and more imaginative staffing patterns. The Candidacy Experience, replicated at higher levels might prove to be an appropriate vehicle for getting the job done.

2. It might serve as a way to enhance and amplify the voice of the professions in the decision making process. The professional voice is getting louder in many areas; salaries, teacher load, rights and so forth. Teachers will become more vocal

in matters pertaining to teacher preparation. Several states have already begun to talk about and act upon negotiations in aspects pertaining to the laboratory phase of teacher preparation. There is a legitimate role pertaining to admission to the profession. Now the colleges play it in partnership with the state department, but it is the colleges that prepare teachers. Is it consistent that they should both prepare and pass upon the competence of their trainees? Let the professions have this legitimate role.

3. We have before us an opportunity to build a real profession, one with the power to exercise real influence in the selection of qualified candidates. Don Davies, U.S. Office of Education, has said,

> "We shold plan and put into operation sound programs of evaluation of competence of teachers before lay school boards or state legislatures impose plans of their own on us.[8]

4. In this era of pressure to improve, to experiment, to innovate, colleges might welcome an agency such as the professions to help them guarantee that only the qualified and competent will enter the teaching professions. Preoccupied with new programs, college officials become absorbed in study of new programs. The chance of the person getting through who is intellectually sterile, but who accomodates to the system, as so often happened in the past, should be greatly reduced.

5. Finally, in this era of clamor for power, the only legitimate power which an agency ought to possess is the power which they can handle with skill. The professions sorely need to exercise such power if they are to truly emerge as the social agency for educating young people. Structuring our schools in such a fashion as to permit this assumption of legitimate power may help them grow more rapidly than any other single realignment presently on the drawing board.

One final word. It is sometimes useful to remember that the train lost its first race to the horse.

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[8]Don Davies, "An Era of Opportunity," Remaking the World of the Career Teacher, Washington, D.C.: National Commission on Teacher Education and Professional Standards, 1966, p. 204.

A MODEL FOR A

MULTI-INSTITUTIONAL TEACHER EDUCATION CENTER

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A MODEL FOR A

MULTI-INSTITUTIONAL TEACHER EDUCATION CENTER

A center model of teacher education is proposed which may be applicable either in a state-wide plan or in heavily populated school districts where several institutions of higher learning compete for the placement of students of teaching.

The term, "Center", as used in this model, is a concept rather than a physical plant. It facilitates a cooperative teacher education program which includes both preservice and continuous inservice programs for students of teaching as well as clinical teachers. Maximum cooperation is achieved as state departments of education, school/county districts, professions, communities, and multi-institutions strive to foster innovation and creativity in education and to improve teacher education.

The governing body of the Center operates in a quasi-independent capacity, having representatives from each participating agent as voting, decision-making members. The program is jointly financed by the public schools and colleges. Physical and human resources of all participating agents collaborate to provide a common vehicle for implementing an educational program relevant to tomorrow's needs today.

The primary aim of education is to help each child be an effective human being, developing and unfolding his human potential. This philosophy directs the entire educational system to link all resources of teaching and teacher education to accomplish this goal.

HOW CAN WE BEST ACHIEVE THIS GOAL IN A TEACHER EDUCATION MODEL?

1.0 Through strong state department of education leadership and direction, giving support to cooperative contracts with public schools and colleges collaborating in a "Center" approach to improve teacher education.

1.1 Establish state standards and guidelines for teacher education including cooperative centers. These guidelines should allow for a differentiated certification for supervising clinical teachers at various levels. This would be attainable by academic training as well as by performance-based standards.

1.2 Encourage innovative and creative teacher education programs.

1.3 Link all facets of teacher education (special education, early childhood, vocational education, etc).

1.4 Assume a leadership role in linking all agencies, federally funded as well as state and local projects, into a network to share consultants, protocol materials, programs, ideas, and media.

2.0 Through cooperative arrangements and commitments of public schools as equal partners in teacher education.

2.1 Emphasize a field-centered program at the grass roots level.

2.2 Plan, design, and implement experience modules for students of teaching on site by school-based teacher educators, university representatives, and student representatives.

2.3 Identify supportive, open, flexible schools as "Learning Laboratory Centers" for continuous progress of students, students of teaching, aides, and teachers of teachers.

2.4 Focus on a teaming pattern of teaching in the Learning Laboratory Centers, emphasizing differentiated staffing and flexibility where everyone is a learner.

3.0 Through colleges and universities re-examining teacher education programs and identifying new roles and responsibilities in the Center concept.

> While the schools cannot be transformed unless colleges and universities turn out a new breed of teacher education to think about purpose, the universities will be unable to do this unless they, working with the schools, create classrooms that afford their students live models of what teaching can and should be. At the moment, painfully few schools of education are trying to create them.[1]

[1]Silberman, Charles E., Crisis in the Classroom. New York: Random House, 1970. p. 473

3.1 Act as a consultant and counselor in the Learning Laboratory Centers.

3.2 Change focus from supervisor to provider of inservice and continuous education programs at the public school level as well as the college level.

4.0 Through linkages with the professions, the community, regional laboratories, Teacher Corps, Triple T, Job Corps, Career Opportunities Programs, experimental schools, states and nations.

4.1 Utilize resource people from all agents and from the community in planning a cooperative center and as the program is implemented, use them as consultants in inservice programs.

4.2 Have a variety of optional experience modules at different grade levels, in different school districts, and with other cultures giving the student of teaching a broader basis of understanding of himself and those he teaches.

5.0 Through retraining and inservicing teachers and total staff to improve competencies in teaching and to work in new roles and new staffing patterns.

5.1 Encourage continuous staff development and renewing programs.

5.2 Utilize facilities of colleges and community in inservice, but let the total staff of the school identify areas of need and develop programs and materials for inservice.

5.3 Provide a resource center in each Learning Laboratory School where self instructional materials are housed, media equipment and library facilities are made available, where research may be conducted, and training materials may be developed.

5.4 Institutionalize flexibility in the use of time and the use of staff. Provide released planning time during the school day.

ORGANIZATIONAL STRUCTURE OF A MULTI-INSTITUTIONAL TEACHER EDUCATION CENTER (MITEC)

The following is a hypothetical, but realistic description of how a consortium may emerge. For information about a Multi-Institutional Center in action, you may contact the author.

A geographical area has been identified. All colleges and universities have been contacted to send a representative to an organizational meeting to explore a "Cooperative Center for Teacher Education". The Director of Teacher Preparation at the State Department of Education has called the meeting.

Counties and/or school districts have been contacted to send three representatives. The heat is on!

Several organizational meetings follow; the community, the professional organizations, teachers and student teachers are brought in to help develop policy and guidelines by which MITEC will function. The school district agrees teacher education should be a cooperative effort, and they propose a contract saying they will commit staff, school facilities, and some financing to the program. In return the colleges make a commitment to cooperate with one another to share ideas and materials with other colleges and with the school district, to offer inservice training at the building site for teachers and students of teaching in schools which will be identified as "Learning Laboratory Centers", and to develop a cooperative supervisory and seminar program (eliminating roadrunners and concentrating on inservicing).

An advisory committee is formed which will be the governing body of this Multi-Institutional Teacher Education Consortium. The committee will meet once a month to evaluate progress, explore new ways of cooperating, to set future priorities and direction, to improve the competence of teachers and students of teaching, and to explore creative ways of providing better education opportunities for all children.

A Center Coordinator is selected by the advisory committee and is jointly hired by the colleges and public schools. The success of the cooperative program is dependent on the ability of the coordinator to be a multi-faceted individual. This person is one who can cultivate people from all areas of the community, the schools, and the colleges to pool their talents in creating teaching and learning situations which will challenge every child and every potential teacher to develop his full potential.

Specific duties of the coordinator include: (1) placing students of teaching from all cooperating institutions (eliminating competition and emphasizing the selection of outstanding schools as centers); (2) designing cooperative inservice programs for students of teaching and building staff utilizing human and physical facilities of colleges, schools, state department and community; (3) arranging and encouraging inter- and intra-school observation and participation, and optional modules of experience in other school districts and other states; (4) linking all community and regional projects to the teacher education program; and (5) disseminating to all Learning Laboratory Schools training and protocol materials developed through the Center as well as nationally purchased materials.

As the cooperative Center grows and expands, it may be necessary to hire a Special Projects Coordinator who could arrange exchange programs with other school districts, other states, and other nations; who could expand linkages within the state to include PACE Title III Projects, regional laboratories, a variety of community experience modules and systems and research modules.

Another expansion as MITEC grows may be to hire an Inservice Center Coordinator who would work cooperatively with the school district Inservice Coordinator, the colleges and universities, and the advisory committee to plan a variety of seminar workshops for students of teaching as well as teachers. He would bring national consultants to work in specifically identified need areas and would pool talents and resources of the state, the community, and the colleges to develop "on site" building programs where teachers would receive inservice credit as well as graduate credit.

AUTONOMY AND PARITY

Each college and university participating in the cooperative Multi-Institutional Teacher Education Center would be encouraged to maintain and develop its unique autonomy and to create its own innovative programs within the Center structure. Each school identified as a Learning Laboratory Center would also be encouraged to develop its own philosophy, goals, and objectives to include students of teaching, community volunteers, aides, children, teachers, parents, and colleges. Each laboratory center would have a clinical professor, jointly hired, who is responsible to the school system as a teacher or team leader half time and is employed the other half by the colleges. He coordinates the teacher education program in that particular school, counsels with students of teaching and clinical teachers, and conducts seminars and inservice programs for students of teaching and the entire staff.

Some of the common threads of the cooperative Center are that each college and university agree to have students of teaching take part in the orientation week at the beginning of school, regardless of their school calendar. This experience would provide orientation to the school district, to the Learning Laboratory Schools, and to the Multi-Institutional Teacher Education Center. The advisory committee would work cooperatively to develop common evaluation forms for students of teaching progress. These would be developed objectively and on a competence-based performance (preferably at the state level). The committee would also agree on recognition and honoraria for clinical teachers. (All colleges agree, thus eliminating competition and discord.) The role of the colleges in a cooperative Center shifts from supervising students to that of consultant, counselor, and provider of inservice programs at Learning Laboratory Centers.

LEARNING LABORATORY CENTERS

Learning Laboratory Centers are schools cooperatively selected by the coordinator and advisory committee as sites for clinical experiences for students of teaching. There would be a variety of learning centers within MITEC including: open space, rural, special education, career and technical, inner city, community, and store front schools. Each learning center would have a clinical professor and would develop flexible differentiated staffing patterns to include community aides and volunteers, students of teaching at all levels, cross-age tutors, team leaders, specialists, and systems and research analysts. The clinical professors and instructional leaders (principals) would have seminars with the advisory committee to share programs and ideas, exchange materials, and to set up a central computerized system of dissemination of materials and programs for children as well as instructional modules for students of teaching.

Entry into Teaching. The student of teaching would attend MITEC for varying modules of time each academic year. For example, a college sophomore may spend one half day a semester at a learning laboratory for his entry into teaching. He would receive nine hours college credit in Introduction to Teaching, Educational Psychology, and Human Growth and Development. He would be able to schedule academic courses on campus for the other half day. He would spend eight weeks at an elementary learning laboratory and eight weeks at a secondary one, thus giving him the opportunity to work with and learn about children at all developmental stages. The college would have a bus for transportation to and from campus. College-based teacher educators would act as consultants in this program and would work with the clinical professor in advising and prescribing theory and experience modules in both the school and

community for sophomores (college-based aides). There would be graduated, sequential basic modules of experience ranging from observation, each-one-teach-one, individual tutoring, to optional experience modules including creative planning and development of materials, and special interest modules. See Illustration No. I for process of performance.

At the completion of the college-based aide's experience, he would know, through experience, the level of teaching he preferred, the specialized area he may wish to pursue, and if he really should continue in teacher education or should explore other avenues in the world of work.

Progression in Teaching. The flexibility and individualization of programs at learning laboratories would permit colleges to design three year undergraduate curriculums for students of teaching who could successfully complete the competence-based modules. It is also anticipated that some students may need more than four years. The teacher education program for college juniors and seniors (assistant teachers) in learning laboratories will be designed around three basic experience areas: psychological, social, and cultural aspects of (1) self, (2) school, and (3) community.

The laboratory program would be flexible and would have an associate team to provide guidance and continuous feedback to the assistant teacher on his progress and performance. Individual experience modules would be prescribed and designed to meet each assistant teacher's need. Self-actualization modules would be cooperatively developed by the teaching-learning teams in the laboratory as well as by the individual assistant teachers. A community coordinator, part of the associate team, would work with all community agents in planning multiple experience modules for assistant teachers; some paid and some voluntary.

In addition, the assistant teacher could elect, after completing competence at a given level of performance, to have a choice of optional experiences in a variety of settings and locales. These modules might include: teaching in the Job Corps; in an Indian school; in the ghetto; in adult education programs; in another state; an international exchange; or teaching in a choice of three special summer camps for disadvantaged, handicapped, and creative children.

Continuous Education. Learning laboratories facilitate the talents and resources of the entire body of the multi-institutional consortium. They can open the doors for continuous educational programs cooperatively developed by the colleges and public schools. They may even allow individuals or groups of students of teaching to write their own programs. For example: (1) design programs for specialists as are needed in differentiated staffing; (2) design programs in response to "acceleration of change" and relevance; and (3) design programs for cultural specialists, inner city, Appalachia, exceptional children, and early childhood. The laboratories provide professional development for all, inservice for pre and beginning teachers, and enrichment programs for perennial teachers.

The learning laboratories draw from all participating agents of MITEC: the community, the schools, the colleges, the professions, and the State Department of Education to give the best we have and the best we can to help every boy and girl, student of teaching, teacher, and teacher of teachers to be a self-fulfilling individual with a love for learning and a love for his fellow man.

CYBERNETIC MODEL OF

INDIVIDUAL NEEDS ASSESSMENT OF

STUDENTS OF TEACHING

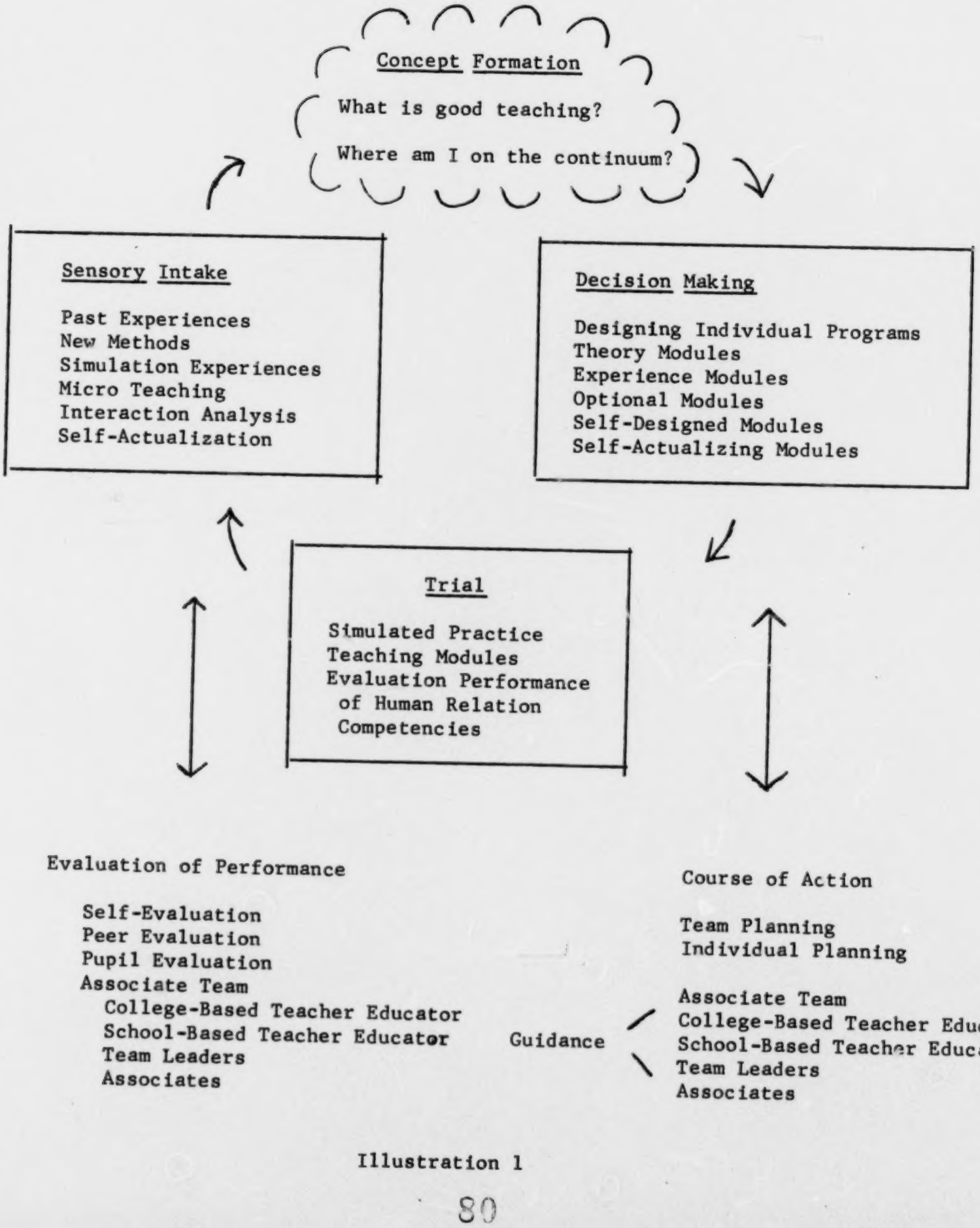

Illustration 1

Recommended Minimum Standards for
Social Studies
Teacher Preparation Programs in West Virginia

Introduction

Instruction in the social studies should make possible the attainment of a broad understanding of human society with its various and complex interrelationships, a concept of society as an integrated and continuous unit. This broad perspective is attained through a working knowledge of the points of view, techniques, and contents of the several social sciences. The study of anthropology, economics, geography, history, political science, social psychology, sociology, and the integrated social science courses which interrelate the various academic disciplines, give insight and perspective to modern society.

Objectives

1. Educational experiences should be designed to facilitate integration of content from history and the social sciences in helping students form a holistic view of society.

2. The curriculum should reflect the structures and conceptual frameworks of history and the major social sciences.

3. The social studies curriculum should be directed toward the development of analytically useful concepts.

4. The mode of inquiry, not the ingestation of facts, should shape the educational experiences.

5. Program content should be drawn from the substance and methodology of history and all the social sciences.

6. The educational experiences should provide for the analyzing of social interactions in the context of time and space.

7. In addition to our western culture the course of study should emphasize also the unique development and characteristics of the non-western societies.

Competencies

The social studies teacher should:

1. Use his own educational experiences in developing a positive self-concept in himself and in his students.
2. Maintain open-mindedness and acceptance of others' ideas and life-styles.
3. Recognize his own frame of reference.
4. Foster a friendly critical spirit.
5. Exhibit empathy for ideas, conditions, and behaviors different from his own.
6. Accept and encourage cultural pluralism.
7. Provide learning experiences about people and cultures not encountered in one's own immediate surroundings.
8. Appreciate each student's concept of his own worth as an individual.
9. Develop an awareness of individual responsibility towards his community.
10. Use policy decision-making in the everyday operation of the classroom.
11. Guide students in rational decision-making in policy issues.
12. Employ multi-causal analysis of social problems.
13. Practice consistent and precise use of concepts, generalizations, and theories drawn from the structures of the various social sciences.
14. Use the scientific method of inquiry.
15. Utilize such varied research techniques as the comparative method, case studies, social surveys, and statistical analysis.
16. Create a learning situation in which students are engaged in the higher levels of thought-processes such as analysis, synthesis, and evaluation.
17. Develop and foster political efficacy.
18. Perceive the interaction and interdependency of economic, political, and social institutions in the present and the past.
19. Appreciate the role of attitudes, values, belief-systems, and ideologies.
20. Understand the interrelatedness of man and the total ecosystem of the "spaceship earth."

The Minimum Standards Committee proposes the following for the preparation of social studies teachers in a comprehensive minimal program for grades 7-12.

SOCIAL STUDIES

COMPREHENSIVE

Grades 7-12

MINIMAL

AREAS		HOURS 48
History		15
including American history	(6)	
electives in history (to be selected from world civilization, Africa, Asia, Latin America, Europe, Middle East, and minorities)	(9)	
West Virginia Studies		3
Interdisciplinary Social Sciences		6
Social Sciences		24
political science	(3)	
economics	(3)	
sociology	(3)	
anthropology	(3)	
geography	(3)	
electives in social sciences (to be selected from one or more of the five social sciences listed above)	(9)	

SINGLE FIELD

The Minimum Standards Committee does not endorse a 36 hour single field curriculum for the training of social studies teachers, but presents the following program to the West Virginia Advisory Council on Teacher Education if it is decided that there is valid need on the institutional level for an alternative to the 48 hour comprehensive program.

Single Field - 36 hours	
History	12 hours
(6) American history	
(6) To be chosen from courses in World Civilization, Asia, Africa, Latin America, Middle East, Europe	
West Virginia Studies	3 hours
Interdisciplinary Social Sciences	6 hours
Anthropology	3 hours
Economics	3 hours
Geography	3 hours
Political Science	3 hours
Sociology	3 hours

In voicing its opposition to a 36 hour single field, the Minimum Standards Committee's position is based on the most recent proposals of the National Council for the Social Studies (not yet published) for the preparation of secondary social studies teachers. The National Council recommends 48 semester hours in history and the social sciences, or 40% of a college graduation program of 120 semester hours, as minimum preparation for secondary social studies teachers.

Furthermore it is the conviction of the Minimum Standards Committee that at least 48 semester hours of preparation are required if the social studies teacher is to meet the expectations and responsibilities imposed on him by the new West Virginia Comprehensive Education Program.

In addition, the Committee is convinced that a return to a 36 hour single field will have an adverse effect on the quality of social studies instruction in West Virginia. It will make it easier for more people to become fully certified in social studies. Some of these with certification in another field become social studies teachers, but with no student teaching experience in social studies.

A final concern of the committee was the fact that at least 12 hours of the 36 hour single field curriculum could be acquired in the general studies program.

Social Studies Minimum Standards Committee

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PROPOSAL TO WEST VIRGINIA INSTITUTIONS OF HIGHER EDUCATION FOR THE REVISIONS OF TEACHER EDUCATION PROGRAMS

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PREFACE

From its inception in 1969 the West Virginia Triple T's central concern has been the fostering of new models for training teachers. It was not until school year 1970-71, however, that a major thrust was organized for this purpose. One year ago all major institutions and organizations impinging on the training of teachers in West Virginia, especially social studies teachers, organized themselves into a working consortium. Representatives were either elected or appointed from institutions of higher education involved in teacher preparation; major professional organizations such as WVEA, West Virginia Classroom Teachers Association, and the West Virginia Association of Supervision and Curriculum Development; the instructional and teacher preparation divisions of the State Department of Education; and social studies teachers' professional organizations such as West Virginia Association of Political Science, West Virginia Association of Professors of Geography, and the West Virginia Council for the Social Studies. Institutional support of the consortium was given by sixteen (of seventeen) teacher education institutions in the state.

Early in the year 1971 a small number of highly interested teacher educators were selected by the consortium and contracted by the West Virginia Triple T Project to prepare teacher education models for subsequent examination and refinement by those most responsible for teacher education. Five such models were presented at the first and highly successful Hawks Nest Teacher Education Model Conference in April 1971. Because of the quality of the presentations and the similarity in content in all five models it was decided

by the conference that an effort be directed by the Triple T staff to organize and direct a subsequent work session where those who prepared the original models could coordinate their designs into one unified, eclectic, suggested teacher education model for the consideration of West Virginia institutions. Accordingly an intensive work session was held at Pipestem State Park in May 1971, and the following unified model was developed.

A special appreciation is expressed to each model builder who, without compensation, joined in the task of unifying this model.

J. Zeb. Wright, Director
West Virginia Triple T Project
June 1971

INTRODUCTION

Teacher educators are still attempting to answer the basic questions, "How do we learn?" and "How do we learn to become effective teachers?" Because of the importance of these questions and because of the incompleteness of our answers, we must continue to examine a variety of models designed to prepare teachers for the schools in West Virginia.

Attached is an eclectic teacher education model, designed by a group of West Virginia educators, that reflects current knowledge and research related to the development of undergraduate programs. It is hoped that institutions will want to utilize the assumptions, concepts, and structures of the model as points of departure for faculty discussions and/or program modification.

The approved program approach to teacher education not only assumes common institutional standards but also assumes significant variations among institutions in model development and program design. The flexibility within the structure of this model allows for diversity in higher education and should prove helpful to all institutions within the State.

Charles W. Southard
Director of Teacher Preparation
June 1971

PROPOSAL TO WEST VIRGINIA INSTITUTIONS OF HIGHER EDUCATION
FOR THE REVISION OF TEACHER EDUCATION PROGRAMS

The recent increase in dissent among students in schools at all levels should provide a stimulus for those charged with program development at teacher training institutions to re-evaluate their efforts. Students in high schools and colleges are claiming that they are bored with school and feel that they are just "putting in time". They claim they are growing tired of "waiting" each day for an exciting class so that they can get through the day. These claims should force those responsible for program development in teacher training institutions to ask some important questions: (1) To what extent are they training teachers to stifle curious, knowledgeable and thoughtful students? (2) To what extent are teachers being trained to turn out mass producers of rote learning, students who are trained only to "get ahead"? (3) To what extent are teachers being trained to develop negative learning behaviors in students (ie. day dreaming, cheating, taking notes, passing exams, receiving high grades.)? These questions should reinforce the need for a reform in the programs of teacher training institutions. There is a clear need to create learning experiences for prospective teachers which will meet our youth's needs for discovering a meaningful life.

Thus, it seems that it is imperative for us in West Virginia to revise teacher training programs in order to make teacher preparation relevant for today's society. Basically, two problems seem to underlie the teacher training program in West Virginia. These problems are related to the irrelevancy and redundancy found in the prospective teachers curriculum. Thus, we are proposing a program which attacks these two problems by bringing together the existing programs into a total teacher education program.

I. Assumptions About Teacher Education

Since the purpose of this paper is to discuss a proposed model for effecting the kinds of program improvement, that current knowledge about teacher education suggests, the following assumptions have been formulated:

1.00 Teacher education should be comprised of a series of learning experience modules, rather than courses, that will permit greater flexibility for program individualization and increased options for the student, more effective utilization of staff competencies and more accurate diagnosis or feedback regarding program effectiveness.

2.00 The human dimension of the school and the humane aspects of teacher development should be granted significant consideration that encompasses the technical and scientific aspects of the teaching-learning process. The training program should be designed to foster the emergence of both personal and professional skills.

3.00 A major component of the teacher education model must be a continuing inquiry group which will foster the growth of self through a synthesis of conceptualizations derived from the learning experience modules.

4.00 The preparation of teachers demands the active participation of all elements of the public school systems, students in colleges and universities, the West Virginia Department of Education, and the staffs of colleges and universities. Teams of personnel working in a variety of staffing patterns should be utilized to facilitate the learning modules. A viable means of activating shared committments is the development of "centers for teacher education".

5.00 The education professions can and must assume a role in initiating and developing change models for teacher education, in participating in teacher education learning modules, and in contributing to certification processes and induction and retention of members into the profession.

6.00 Labels for learning modules are assumed to be representative, descriptive terms and in no way inclusive or exhaustive of experiences that may contribute to the development of personal and professional skills. Rather, professionals who may choose to use elements of this model are urged to incorporate descriptive terms that may be more applicable to local situations. The major purpose of this model is to project a particular philosophy of teacher education that would appear to be viable today.

The paradigm for the proposal is represented by Figure 1. This model indicates that the teacher training program can be identified by four major areas of learning experiences. Each of the four areas of experiences is further identified by learning experience modules. It is proposed that the first major area of experience and its related learning experience modules occur in the sophomore year, the second block in the junior year, and the third block in the senior year. These three major areas of learning experiences are held together by a common module designed to develop and promote personal growth skills. This module is discussed later as the inquiry seminar. The prospective teacher must be helped in developing values, feeling, and personal qualities through involvement in open and honest relationships with himself and significant others.

The paradigm presented in figure 1 lends itself to change and flexibility. At any time a module may be attached to a major area in order to meet the changing needs of our prospective teachers. For example: the area entitled Analytical Study of Teaching may in the near future become more meaningful by the addition of a module which deals with "contract negotiations for teachers." Similarly as a module no longer proves to be relevant to the program, it may be eliminated or changed.

The basic module components of this paradigm can be arranged on a hierarchy of learning experiences as represented in Figure 2. That is, if one experience module is not completely fulfilled this will effect the following experiences and the maximum growth of a prospective teacher will be thwarted. Also, these basic modules or components are inter-related and the figures presented are attempts to indicate this interrelationship. The flexibility built into the structure of this paradigm creates opportunities for prospective teachers to experience individualization of their own programs and to assume

varying degrees of responsibility for their learning. Each learning experience module has built-in performance specifications which upon successful completion allows the prospective teacher to move to another learning experience module. Thus, through this performance program the prospective teacher gains a more complete understanding of independent learning and its ramifications.

All prospective teachers will be divided into Inquiry Groups of approximately fifteen members with a staff member (of the institution or department) as Inquiry Group leader.

It is expected that a flow of experience will occur as the Inquiry Group moves from module to module, with the guidance of a staff member, culminating in an understanding of the teaching-learning act upon completion of the teacher preparation program and seminar. The Inquiry Group serves the purpose of integrating experiences into a whole, as well as permitting members of the Inquiry Group, differentiated as they are with regard to career expectations, e.g., subject areas and grade levels (E.C.Ed., Primary, Elementary, Secondary) to perceive various concerns demonstrated by members of the Inquiry Group. Weekly seminars are scheduled (which may be highly structured at first until it is determined that, with the assumption of more and more responsibility for their own development by members of the Inquiry Group, seminars will become less structured). Upon reaching a certain level of maturity, the Inquiry Group should receive the opportunity to determine the time and length of integrated seminars thereafter. Inquiry Group cohesiveness will be maintained throughout the teacher preparation program.

The staff member working with the Inquiry Group will act as advisor, and as individual and group counselor. Determined by the experience and maturity of the Inquiry Group member, the Counselor will advise regarding

the next tasks in a module activity, or movement to one or another module.

FIRST AREA OF LEARNING EXPERIENCE

The area of learning experience can be divided into three major experience areas. These are: Growth of Self, Social Foundations of Contemporary Problems in Education, and Psychological Aspects of Learning. These major learning experience areas are further subdivided into several modules of learning experiences (see figure 1).

The four broad objectives for this major area of experiences are: (1) The prospective teacher will become aware of his self by examining his needs, perceptions, and feelings. (2) The prospective teacher will determine the degree of congruency between himself and his needs and his perceptions, and feelings about today's youth. (3) The prospective teacher will understand the psychological concepts underlying the growth and development of youngsters. (4) The prospective teacher will understand the social foundations of contemporary problems in education.

Some of the experiences which may be utilized to accomplish the goals of this major block of experience are listed below:

1. Independent study
2. Human Relations
3. Field experience in a community agency
4. Field experience in tutoring individual pupils
5. Integrating seminars concurrent with field experiences
6. Large group discussions
7. In seminars

Implementation

The primary administrative responsibility for this block of learning experience will be assumed by a staff member. All prospective teachers will be divided into Inquiry Groups of approximately fifteen with a college staff member as the leader. Each staff member with group responsibility will hold weekly integrated seminars. Members of each integrated seminar group will be composed of prospective elementary and secondary teachers from different fields of specialization. These seminars will be highly structured at the beginning until it can be determined that the prospective teachers are ready to assume major responsibility for their own learning. This group cohesiveness will be maintained throughout the teacher preparation program. Once a seminar group has reached a certain level of maturity then the group should be given the opportunity to decide the time and length of the integrated seminars thereafter. The scheduling of learning experience modules and field experiences will be accomplished in advance with staff members from both the Curriculum and Instruction and the Educational Psychology departments. In the first semester the prospective teacher will be assigned to some community agency such as settlement houses, welfare agencies, recreational camps, boy or girl scout organizations, etc.

In the second semester the prospective secondary school teachers will tutor one student in some basic skill area and the prospective elementary teachers will tutor an elementary student who has reading difficulty.

SECOND AREA OF LEARNING EXPERIENCE

The second major area of learning experience can be divided into two experience areas which are held together by the Growth of Self learning experience module. The two major learning experience modules in this block are: Analytical Study of Teaching and Context Treatment. The binding learning experience module is referred to as "The Self's Encounter with Accomplishing Group Tasks", which is an extension of the "Self" area. This block of experience must directly precede the professional block of experience. Prospective teachers will progress through the learning experience in this area according to their individual learning rates.

The objectives for the second area of learning experience might include: (1) The prospective teacher will understand the different communication processes used in teaching. (2) The prospective teacher will understand the different roles involved in the group processes. (3) The prospective teacher will evaluate his strong and weak teaching behaviors. (4) The prospective teacher will understand the strategies used in teaching. (5) The prospective teacher will understand different techniques for assessing teaching. (6) The prospective teacher will understand processes involved in classroom management and control. (7) The prospective teacher will understand media and multi media techniques in education. (8) The prospective teacher will understand the dimensions of the classroom group as a social system. (9) The prospective teacher will understand the use of behavioral objectives in designing lesson plans or programmed learning units. (10) The prospective teacher will understand his special teaching fields structures of knowledge and its related processes. (11) The prospective teacher will understand different learning styles of students in the classroom.

(12) The prospective teacher will understand the role of evaluation or feedback in education.

Some of the experiences which will be utilized to accomplish the goals of this major area of experience are listed below:

1. Independent study-reading, linear or branched programmed learning
2. Sensitivity experience
3. Teacher aid experience
4. Micro-teaching-simulations, role playing
5. Self-analysis in the teaching role
6. Large group discussions
7. Integrated seminars

Implementation

A staff member coordinating the Inquiry Group will assume major administrative responsibility for the implementation of this area of learning experiences. This staff member and the group of prospective teachers must be the same for this area of experiences, as the previous areas, in order that the prospective teacher will feel that someone does care about his personal growth as a human being and as a teacher. In addition, this group relationship permits an identity with the instructor and a means of communication with the institution. This type of situation will give the prospective teacher many opportunities to experience an open and honest relationship with others.

THIRD AREA OF LEARNING EXPERIENCE

This area of learning focuses around full time Professional Experience and associated with it are three submodules: The Self's Encounter in the classroom, Associate Teacher's Role and Teacher as a Decision Maker.

The major goal of this block of experiences, as previously used, is to allow the prospective teacher to integrate what he knows, what he is, and what he can do to improve his teaching and himself as a human being.

Some of the experiences which will be utilized to accomplish the goals of this major area of experience are listed below:

1. Independent study reading, linear or branched programmed learning
2. Sensitivity experience
3. Professional teaching experience
4. Micro-teaching
5. Self-analysis
6. Integrated seminars

Implementation

A staff member from the college will be in residence at the cooperating school and will assume major responsibility for organizing learning experiences for the prospective teacher. This area of experience will be scheduled for one complete semester. However, if there are prospective teachers who can satisfy the performance specifications for these experiences in less than one semester then these prospective teachers may select additional field experiences. For example, selection might be from urban setting, rural area and innovative programs such as Vista. Similarly, a prospective teacher may need more than one semester to satisfactorally complete the specifications for this area.

The resident supervisor will coordinate the Associate Teacher Role learning experience module which stresses a new role for the prospective teacher. More specifically, a major objective of this module is to have the prospective teacher become a member of a team of teachers, an associate

with an experienced teacher so to speak, in that he or she has shared responsibility. In this learning experience module, the associate teacher member of the team will have a shared responsibility with the team leader in all phases of planning, teaching, and evaluating classroom learning.

The resident supervisor will also assume major responsibility in organizing experiences for the Teacher as a Decision Maker learning experience module. That is, he will be responsible for holding seminars for prospective teachers and their master teachers. The underlying rationale for these seminars is to discuss problems encountered by the prospective teachers in their teaching and to examine alternatives.

Special methods supervisors and educational psychologists will be present as needed in these seminars so that many of the early modules of learning experience can be made more relevant. Also, this type of seminar provides an opportunity to pull together many concepts from different fields of study.

Final evaluation of the prospective teacher's progress will be made by a cooperative venture on the part of the resident supervisor, special methods supervisor, cooperating teacher, and a committee of students from the prospective teacher's classes. The final evaluation will either be satisfactory or unsatisfactory.

As a result of the experiences in this area, prospective teachers will complete their preparation program prepared to assume the role of decision maker.

IMPLEMENTATION-CHANGE-FLEXIBILITY

The teacher preparation program shall be implemented to provide for necessary change and flexibility as dictated by on-going evaluation and the

individual needs of prospective teachers. Administrative responsibility for learning experiences must be concerned with the resources available to the individual institution responsible for teacher preparation.

It is not feasible, nor desirable, that all institutions adopt a single structure of the model. Learning experiences, staff responsibilities, class size, schedules and evaluation processes should be based on the following contingencies:

1. Number of available staff members and their individual capabilities
2. Periodic termination of staff members
3. Availability of classrooms and equipment
4. Needs and contributions of the local public school agencies
5. Joint assessment of program goals, process and achievements

The model shall be designed to operate with the realization that certain changes are unavoidable. These changes will be in the following areas:

1. Differences in student strengths and weaknesses
2. Fiscal appropriations
3. Availability of supervising teachers and student teaching centers
4. Changing social influences
5. Influences unique to local regions

The model must have the capacity to absorb these types of changes and not diminish its effectiveness.

Flexibility of the model shall allow for vertical and horizontal movement of students as each student becomes aware of his/her strengths or weaknesses and seeks help in becoming a more effective person.

Therefore, the model becomes a service module which serves the needs of the teacher preparation institute, the local school systems and the student preparing for a career in teaching. Furthermore, as the needs of any group or individual change the model can adapt itself to meet those needs.

Fig

Proposed West Virgi

"Emergence of Perso

Learning area #1
Social Foundations of Contemporary Problems in Education

Learning experience modules:
1. Study of Contemporary Problems in Education
2. Career Orientation
3. Manifest and Latent Functions of Education
4. Building a Theoretical Framework for Educational Decision-making
5. Changing F
6. Non-school

Learning experience modules:
1. Introspection of Self

GROWTH

2. Encounter with self and the community

OF

3.

Learning area #2
Psychological Aspects of Learning

Learning experience modules:
1- Study of Human Growth and Development I

2. Study of Hu Development
3. Principles
4. Motivation
5. Understandi tural Diff

Learning area #3
Analytical Study of Teaching

Learning experience modules

1. Communicati

Learning area #4
Psychological Aspects of Learning Applied to Teaching

Learning experience modules

Classroom Settings

1. Lecture
2. Reading
3. Viewing
4. Limited - Observation

Contrived Settings

1. Training Materials
2. Protocol Materials
3. Observation

Figure 1

inia Teacher Education Model

onal and Professional Skills"

Role of Teacher and Reference Groups
ol influences on Public Education

Learning area #1
Social Foundations of Contemporary
Problems in Education

Learning area #2
Psychological Aspects of Learning

Learning area #3
Analytical Study of Teaching

3. Encounter with self and Children

4. Self's encounter with accomplishing group tasks

5. Self's encounter in the classroom

Human Growth and
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s of Learning I
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fgrance

2. Media and Materials
3. Teaching Strategies
4. Classroom Management
5. Analysis of Classroom Verbal Interaction
6. Critical Incidents and Discipline Problems

SELF

Learning area #4
Psychological Aspects of
Learning Applied to Teaching

1. Behavioral Objectives
2. Programmed Learning
3. Principles of Learning Part II
4. Methods of Instruction Applied in content areas (special methods)
5. Analysis of Reading Difficulties
6. Measurement of pupil achievement

ion processes

3. Observation
4. Limited Participation
5. Role playing
6. Simulation
7. Non-school field experience (poverty agencies, scouts, etc.)

Controlled Settings (Real)

1. Tutoring
2. Micro-teaching
3. Student Aide Work
4. Working with small groups of students: Episode Teaching

Personal and Teacher Growth
Professional Experience
The Self's Encounter in the Classroom
Context Treatment
Analytical Study of Teaching
The Self's Encounter with Accomplishing Group Tasks
Psychological Aspects of Learning
Social Foundations of Contemporary Problem in Education
Introspection of Self

Figure 2